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ABSTRACT

Purpose of the Fort Gay-Thompson Urban/Rural project was to combine the efforts of school and community persons so as to provide a more effective educational program for the west central section of Wayne County, West Virginia. To date, the school-community planning process had resulted in needs assessment and career education programs, considerable staff training, an FM radio station, a community newsletter, a community center, a recreation program, and numerous other activities implemented through the 21-member School Community Council (SCC). The evaluation was based on data collected through 143 objective-based questionnaires and 39 personal interviews. Respondents were selected teachers, school administrators, community members, members of the SCC, and students. Outstanding achievements were in the areas of inservice training, career education, and community education. The FM radio station, operated mostly by high school students, was rated a success by those interviewed. However, the respondents felt that there was still a lack of community involvement and general community awareness concerning the educational programs. Questionnaires and an interview schedule are appended. (Author/NQ)

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EVALUATION OF THE FORT GAY-THOMPSON URBAN/RURAL PROJECT

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ABSTRACT

The purpose of the Fort Gay-Thompson Urban/Rural project is to combine the efforts of school and community persons so as to provide a more effective educational program for the west central section of Wayne County, West Virginia. To date, the school-community planning process has resulted in a needs assessment, career education programs, considerable staff training, an FM radio station, a community newsletter, a community center, a recreation program, and numerous other activities implemented through the 21-member School Community Council.

The evaluation was based on data collected through use of objective-based questionnaires and 39 personal interviews. Outstanding achievements were in the areas of inservice training, career education, and community education, and the FM radio station operated mostly by high school students was rated a success by those interviewed. However, the respondents felt that there was still a lack of community involvement and general community awareness concerning the educational programs. Questionnaires and an interview schedule are included in the report.

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1.0 INTRODUCTION

1.1 Description of the Project

The Fort Gay-Thompson Urban/Rural project has many faces and is many different things. Technically, it is an Urban/Rural project with headquarters in Fort Gay, West Virginia (population, 792) administered by a School Community Council of 21 persons, funded through the Education Professions Development Act which is administered from USOE Region III located in Philadelphia. But to the adults and students in the Fort Gay-Thompson community, the Urban/Rural project may be an FM radio station operated mostly by students at Fort Gay High over which they hear their favorite music, local school and civic news, and other items of interest. To others, a few of whom may be out of range of the radio station, the project is a monthly newsletter containing school and community news, humorous short stories prepared by local authors, and, perhaps too frequently, local gossip.

The project also has a strong career education program, and supports field trips for both students and teachers. For example, one student told the evaluators that he had been an exchange student on an American Indian reservation in Montana. For many, the project is a Community Center which includes a crafts center, meals on wheels, and general community education. For example, a few weeks after the site visit by the evaluators, an Ethnic Heritage Day reportedly lured more than 1,000 visitors to the area, including one of the evaluators.

The project also supports a basic learning center as well as a recreation program during both the summer and the regular school year. Medical examinations are given for all students, and learning centers are provided for classrooms. A laminating machine is available in the high school library, and playground facilities have been provided through free labor and donated

materials. Many of the teachers, and some community persons have been involved in workshops supported by the project, and persons from both groups have been sent to visit exemplary programs. A photographic laboratory has been installed in the high school, and teacher training at universities, including Marshall and Morehead, have been provided.

Currently in progress is a program to improve the arts curriculum and books are being provided by the community library. These books mostly pertain to Appalachian heritage and, for the elementary library, history and other high interest books. A video tape giving the history of the Fort Gay-Thompson area is also under preparation. The School Development Team Manager for the Urban/Rural project is Mr. Joe A. Wellman, a native of Wayne County and former principal of Fort Gay High. The chairman of the School Community Council is Mr. Clarence Spencer, who teaches vocational agriculture at Fort Gay High. As described in the program plan, the two major goals of the Fort Gay-Thompson Urban/Rural project were:

a. to develop and implement comprehensive staff training

b. to combine efforts of staff and community involving educational decisions.

1.2 Evaluation Plan

The School Community Council (SCC) was interested in many different aspects of the five-year project. They wanted to know the extent to which the SCC had fulfilled its role as a policy-setting and decision-making body and its success in representing the need to the total community. They wanted some measure of program objectives and an indication of the success with which the project plan had been implemented. The Council was concerned with the program environment and the effectiveness of technical assistance given the project. They were concerned with the outcomes of staff and community

development activities such as "evidence of increased student performance as a result of project impact on teachers."

Since funds were somewhat limited and a thorough investigation of any of the 44 listed concerns would have required considerable investment in terms of time and money, a reactive evaluation dependent on questionnaires, interviews, and examination of existing data was proposed, changed somewhat, and then accepted by the Council. A more intensive and time-consuming evaluation, for example, to find evidence of increased student performance as a result of project impact on teachers, would have required associating the students' achievement during each of the five years of the project with the training given each teacher with which the student had been in contact, and then somehow trying to determine which teacher (and which teachers' training) had most effect on the students. This would have been difficult at best.

Instead, selected teachers, community members, school administrators, and students were asked if they thought the program had had a positive impact on student performance. The advantage is that the reactive evaluation process yields data which are fairly easy to summarize and understand. However, these responses tend to be more subjective than does an objective analysis of students' assigned grades or test scores. On the other hand, authorities have recently questioned the use of grades assigned by teachers or standardized test scores as indicative of progress by special groups of students.

The evaluation plan presented to and accepted by the School Community Council required the collection and intrepretation of four types of data. The first type of data was to have been provided by an out-of-state agency which provides technical assistance to all Urban/Rural projects. As of this writing, those data have not been received for inclusion in this report, but may be appended to the report later if they add to the findings. In their

place, three reports prepared for the project in 1973 were found to yield some useful information concerning the project and the community. Pertinent information from those reports are summarized in Section 2.1 of this evaluation report.

The main source of evaluation information was intended to be a questionnaire designed to get a reaction concerning 44 concerns of the SCC. The 43-item questionnaire is attached as Appendix A, and the results are presented in Section 2.2 of this report. The questionnaire was given to the 38 faculty members at Fort Gay Elementary School, the 17 at Thompson Elementary, and the 38 at Fort Gay High School. It was also given to the members of the School Community Council, 10 of whom had not received it as teachers. In addition, the questionnaire was mailed to 100 persons in the community. As indicated in the instructions, the persons receiving the questionnaire were requested to mail it in a self-addressed envelope to the Appalachia Educational Laboratory located in Charleston, West Virginia, so that no individuals would feel social or professional pressures to respond positively or negatively to the various items. As indicated in the instructions for completing the questionnaire, all persons were encouraged to offer honest opinions regarding the statements, and to omit any statements which they considered embarrassing. The instructions indicated that participation in the project was voluntary, and many of the respondents did not include their name on the returned questionnaire. By the cut-off date of July 15, 65 of the 203 questionnaires, or 32.0%, were returned to the Laboratory office. In addition, two were returned because the persons to whom they were addressed were unknown by the postmaster, and two were returned without any information at all.

The third type of information resulted from interviews conducted by three AEL staff persons. Although intended only to help support and interpret

information received from the extensive questionnaire, the interviewers felt that much additional and useful information was obtained through the person-to-person interviews. An interview schedule was designed and field tested by AEL staff, and then approved as shown in Appendix B by the SCC. The 11 open-ended questions were designed to determine the interviewees' perception of the Urban/Rural project, educational needs of the area, the outstanding achievements and weaknesses of the project and their estimate of its net value.

The interviewees were selected through a stratified random sampling process. The number of representatives from four different groups were listed and a random numbers table (Bloomers and Lindquist, pp. 512-513) was used to select the proportionate number from each list. The groups were: teachers from Fort Gay High (4 of 38), teachers at Fort Gay Elementary (4 of 38), teachers from Thompson Elementary (2 of 17), and seven members of the School Community Council. Two members of the County Board office were designated, and the five members of the School Community Council who were also members of the Staff Development Committee were included among the interviewees. The principals of the three schools, certain project staff, two community persons, a Marshall University professor, and a previous program manager living in Baltimore, Maryland, were also selected. Eight students were selected from Fort Gay High, and in all cases, a number of alternates were randomly selected so that interviewees could be made available if individuals wished not to cooperate or were not available during the two days on which the interviews were conducted.

Prior to the interviewing activity, the three AEL staff members were trained to conduct the interviews through discussion of the different questions and through a role-playing exercise. One of the group was interviewed by another, and the answers given to questions were discussed by the

three. This served to standardize the interviewing sessions so that information from all interviewees was comparable. The interviews were conducted in school offices, empty classrooms, and whatever other facilities could be made available. The sessions lasted approximately 30 minutes each, and in all, 39 successful interviews were conducted.

The interviewers took copious notes during the interviews, and the notes from each interview were later transcribed and accumulated so that all responses to each question appeared under that question, and according to the categories of administrative personnel, teachers, School Community Council, students, and other. The responses were then further categorized so that generalizations concerning the different groups of participants to each question could be made, and many of the responses which were amenable to enumeration were prepared as tables of data.

The interview team felt that the responses were given freely and honestly. Most interviewees were anxious to give their perception of the program; its merits as well as its shortcomings. The results are summarized as Section 2.3.

The fourth source of information was a brief questionnaire attached to the June issue of the Fort Gay-Thompson Community Newsletter. The brief questionnaire is included as Appendix C, and was intended to gain the population's reaction and advice concerning the FM radio station operated by the Urban/Rural project. The newsletter recipients were also asked to respond to three questions concerning the frequency with which they read the newsletter, suggested changes in it, and their preferences for types of articles. The newsletter readers were requested to remove the questionnaire from the newsletter and mail it to the School Community Council. In all, 78 of 1400 questionnaires or 5.6% were voluntarily returned. The results are given as Section 2.4.

2.0 EVALUATION RESULTS

The results of the evaluation of the Fort Gay-Thompson Urban/Rural project are presented as four sub-parts of this section. The first is a brief review of three previous studies of the area. A second section gives the results of a questionnaire distributed to the program participants and school community, and a third gives the results of the 39 interviews conducted during the spring of 1976. A fourth section gives the responses to a questionnaire concerning the FM radio station which was distributed with the monthly newsletter.

2.1 Review of Selected Studies and Demographic Information

Three studies were conducted for the Fort Gay-Thompson Urban/Rural project during the late spring and early summer of 1973. The first of these was entitled Schools of Fort Gay-Thompson, West Virginia, Spring 1973 and was completed by a study team from the Bureau of School Service at the University of Kentucky (Banks, et. al., 1973). The report was designed to establish "base-line data prerequisite to measurement of change as expected for any longitudinal study of the influence of a program" (page 1), and was designed as an initial step in the evaluation of the Urban/Rural project. The study used a "dragnet" approach in gathering information, and included surveys of (a) pupils, (b) staff, (c) program, (d) school plants and facilities, and (e) pupil transportation.

The 139-page report concluded that the pupil population of the Fort Gay-Thompson area had shown a gradual, but steady increase over the past decade (page 5). The data concerning pupil achievement indicated that 3rd and 6th grade students were frequently below national, state, and county norms. This was especially true in reading and English, and math was often the exception.

One recommendation of the AEL study is that school data be examined longitudinally, i.e., similar data from the state testing program be compared for 1970, 1973, and 1976 to determine if there was a change in Fort Gay-Thompson scores relative to county, state, and national norms.

The professional staff of the three schools of Fort Gay consisted of 62 persons, and the most highly represented age group was from 21 through 25 years. The sex distribution was not given, and approximately one-third of the teachers employed in 1971-72 did not return the following year. Approximately three-fourths of the teachers had a bachelors degree, another eight percent had a masters degree, and another five percent had a masters degree plus 30 hours (page 46). Again, a longitudinal study should include the proportionate teachers with various levels of training during the years of the project.

The report indicated that Fort Gay High School offered 59 courses exclusive of four remedial reading courses and 16 basic education courses. The mean number of extra class activities in which 7th graders participated was 2.2, while 11th graders reported an involvement in 2.1 activities.

The main building of Fort Gay High School was constructed in 1931, and the gymnasium was added in 1967. The Fort Gay Elementary School used during the 1972-73 school year was constructed in 1927 and a single story annex was built in 1955 (a new building has been constructed since the report was issued). Thompson Elementary School was constructed in 1957.

A second report was completed by Professor Richard O. Comfort of the Department of Sociology and Anthropology at Marshall University and was entitled A Study of the Fort Gay-Thompson School Attendance Area, Fort Gay, West Virginia (Comfort, 1973). The study was designed to "describe the area, analyze the characteristics of the people who live there, inquire about the

attitudes of the people toward the community and the Council, and to write a summary and recommendations" (page i). The study concluded that there are some 900 households in the Fort Gay-Thompson school attendance area and that a 20% increase in population may be expected by 1985 (page 50). Size of the families has become smaller in recent years and there had been a recent shift in types of employment from agriculture, railroads, and mining to manufacturing, utilities, service industries, medical, and professional employment.

Families of the area are still below the national average in family income, possibly because of a high rate of unemployment and a low pay scale. In 1968, only 18.5% of the houses were in a sound condition, and the condition had not changed greatly by 1973 (page 51). The report pointed to an "obvious" need for an expanded recreation program, and further indicated that the people want one and that the potential for developing such a program is great. The young people were reported to be leaving the area largely because they could not find work, as was true in most areas of Appalachia, and that there was little long-range planning for the future being done by individuals or agencies in the area.

Among the recommendations was one for expansion of library services and development of a recreation system. Comfort also recommended "a more effective publicity campaign be launched to tell the people about the work of the Council" (page 59), and that "the structure and method of operation of the Council be studied to determine how more widespread involvement on the part of the people of the area can be secured" (page 59).

The third report of the 1973 series was entitled Final Report, Fort Gay-Thompson Evaluation Project and was prepared by Dr. Patricia Mills and Dr. Leslie Crawford of the Office of Educational Research and Services at Bowling Green State University (Mills and Crawford, June, 1973). The stated

purpose of the evaluation was to analyze selected bodies of information which related to the effectiveness of the reading-language arts program and to derive from that analysis some alternatives for decision-making in relation to the improvement of instruction in that area curriculum (page 1). The report was focused on seven selected elements of the curricular system: (a) student characteristics, (b) teacher characteristics, (c) parent characteristics, (d) curricular content and context, (e) instructional materials, (f) physical plant, and (g) school organization.

The evaluators concluded that elementary students consider reading as more important than do secondary students and that students' attitudes toward school and self become significantly less positive as grade level increases (page 56). They found that teachers in the Fort Gay-Thompson area were "less well-educated and less well-paid than are teachers in the state in general" and that "elementary teachers have generally higher expectations for their students than do secondary teachers as measured by their estimations of student proficiency for each objective" (page 58). Parents were found to consider recognition of common signs and the use of the dictionary and encyclopedia as most improtant objectives and the use of newspapers as least important objectives (page 60). The evaluators felt that both elementary schools had a wide variety of supportive resources available to them and that the secondary school had fewer resources. Secondary English teachers were relying primarily on textbooks (page 63). One of the three Fort Gay elementary buildings was direly in need of renovation or replacement and classroom space was believed to be inadequate in all buildings.

The preceding three reports have been reviewed in order to give an indication of the type of documentary material available for a longitudinal evaluation, and to reveal something of the demographic and educational characteristics

of the community. The picture presented is one of a somewhat rural, mountainous area with a fairly low family income level and fairly high rate of unemployment. The achievement levels were found to be below national and state norms except in mathematics, and communication problems within the area were pointed out in the community survey.

2.2 Results Obtained Through Use of a Questionnaire

One must be careful in interpreting the results from a questionnaire such as Fort Gay Urban/Rural Project Evaluation Questionnaire included as Appendix B. First, since the rate of return was only 32.0%, more persons with a special "ax to grind" may have responded than did persons with only a passing interest in the school development project. For example, the rate of return for the 93 questionnaires distributed to teachers was 26.9%, whereas the 100 community persons designated as "other" had a rate of return of 26.0%. However, one would expect the teachers to be more aware of the effects of the school development project than the average community person, and the questionnaires were distributed to teachers in the schools, while they were simply sent by mail to persons living in the community.

A second uncertainty is brought about by the fact that some groups by nature of their profession may be more critical than other groups. As will be described later, the teachers rated the operation of the Urban/Rural project lower than did the community persons. This could mean that they were more knowledgeable of the project, or it could mean that teachers by nature are more evaluative than community persons, since they are trained to evaluate student performance and be constructively critical of that performance.

A third area of uncertainty is created by the type of analysis required of the data. The responses to the questionnaire were Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), Not Applicable (NA), and

No Response (NR). Technically, the preferred analysis is to give the number and percentage of persons giving each response (SA, A, etc.) for each of the first 40 items on the questionnaire. The appropriate statistical test of significant differences would be a χ-square based on the resulting proportions. These frequencies and percentages are given in Table 2.21 but such a mass of data is presented that interpretation and generalization of the findings is somewhat difficult. For example, nine persons or 13.8% of the total group "strongly agreed" that the School Community Council had been effective in its role in establishing school policies (Table 2.21 Item 1), and another 36.9% "agreed" that it had. However, immediate comparison of these data with those from other items on the questionnaire is difficult, so another statistical procedure was used to present summary data.

The SA, A, D, and SD responses were assigned weights of 4, 3, 2, and 1, so that a strongly agree would receive the highest weight. The NA's and NR's were not included in the analysis. An average (mean) weight for each item was obtained, as were standard deviations in order that further statistical tests could be completed as needed. With this procedure, an average of 2.5 would indicate that an equal number of people agree and disagree with the item, although the weight would be higher than 2.5 if half the people strongly agreed and half of them disagreed. Using this criterion, the total group "disagreed" with only one item on the questionnaire: School attendance rates by students have increased as a result of the program, Number 24, with a mean of 2.04.

The data from the questionnaire were further analyzed to obtain frequencies, means, and standard deviations for the group of teachers and for the community group designated as "other." Assignment into these categories was based on the response to page 7 of the questionnaire, and members of the

Table 2.21

Responses to the Items of the Fort Gay-Thompson Evaluation Questionnaire

	Item		Total Group (N = 65) (4) SA	(3) A	(2) D	(1) SD	NA	NR	$\bar{X}$	SD	Teachers $\bar{X}$	Teachers SD	Community $\bar{X}$	Community SD
1.	SCC has been effective in establishing school policies	*f*	9	24	12	10	8	2	2.58	.975	2.36	.902	2.85	1.062
		%	13.8	36.9	18.5	15.4	12.3	3.1						
2.	SCC has represented community's educational needs well	*f*	17	28	10	6	4	0	2.92	.918	2.66	.916	3.29	.858
		%	26.2	43.1	15.4	9.2	6.1	0.0						
3.	SCC has established positive relationships with community	*f*	16	26	11	11	1	0	2.73	1.027	2.48	.871	2.92	1.151
		%	24.7	40.0	16.9	16.9	1.5	0.0						
4.	SCC has established positive relationships with school staff	*f*	17	22	16	8	2	0	2.76	.995	2.32	.945	3.16	.898
		%	26.2	33.8	24.6	12.3	3.1	0.0						
5.	SCC has used available resources effectively to carry out major functions	*f*	14	27	12	6	6	0	2.83	.912	2.61	.740	2.96	1.059
		%	21.5	41.6	18.5	9.2	9.2	0.0						
6.	Needs assessment process was useful	*f*	20	31	5	3	6	0	3.15	.783	2.91	.792	3.39	.656
		%	30.8	47.7	7.7	4.6	9.2	0.0						
7.	Objectives of program are relevant to needs and problems of school system	*f*	22	25	8	4	1	5	3.10	.884	2.88	.881	3.32	.900
		%	33.8	38.5	12.3	6.2	1.5	7.7						
8.	Activities of program have been worthwhile	*f*	25	31	5	2	1	1	3.25	.739	3.08	.640	3.33	.916
		%	38.5	47.7	7.7	3.1	1.5	1.5						
9.	Program has been successful in accomplishing its objectives	*f*	17	26	13	6	3	0	2.87	.931	2.66	.868	3.08	1.017
		%	26.2	40.0	20.0	9.2	4.6	0.0						
10.	Most of program activities have been carried out as planned	*f*	13	27	14	3	8	0	2.87	.825	2.71	.643	3.00	.975
		%	20.0	41.5	21.6	4.6	12.3	0.0						

Table 2.21 (cont'd.)

	Item		Total Group (N = 65) (4) SA	(3) A	(2) D	(1) SD	NA	NR	$\bar{X}$	SD	Teachers $\bar{X}$	Teachers SD	Community $\bar{X}$	Community SD
11.	Personnel responsible for carrying out program understand roles	f	11	33	10	6	5	0	2.81	.853	2.60	.782	3.04	.858
		%	16.9	50.8	15.4	9.2	7.7	0.0						
12.	Program has been well administered and managed	f	12	29	11	8	5	0	2.75	.932	2.39	.891	3.04	.907
		%	18.5	44.6	16.9	12.3	7.7	0.0						
13.	Staff participation in program has been high	f	18	21	15	5	6	0	2.88	.948	2.33	1.007	3.27	.702
		%	27.7	32.3	23.1	7.7	9.2	0.0						
14.	Program staff generally agree on program objectives	f	6	29	8	4	18	0	2.78	.778	2.65	.670	2.92	.997
		%	9.2	44.6	12.3	6.2	27.7	0.0						
15.	Changes in school community climate have been favorable	f	12	24	14	8	6	1	2.68	.958	2.19	.872	3.08	.928
		%	18.5	37.0	21.5	12.3	9.2	1.5						
16.	Program has improved teaching skills	f	17	31	5	5	6	1	3.03	.857	2.65	.934	3.34	.775
		%	26.2	47.7	7.7	7.7	9.2	1.5						
17.	School staff are more receptive to new ideas and methods	f	19	29	8	4	5	0	3.05	.852	2.62	.824	3.39	.838
		%	29.2	44.6	12.3	6.2	7.7	0.0						
18.	Students are more satisfied with school as result of program	f	8	19	14	9	15	0	2.52	.973	2.08	.900	2.93	.883
		%	12.3	29.2	21.5	13.9	23.1							
19.	Program has had beneficial impact on school staff	f	22	25	7	7	4	0	3.01	.974	2.50	.978	3.37	.769
		%	33.8	38.5	10.8	10.8	6.1	0.0						
20.	Program has had positive impact on student performance	f	9	19	16	8	13	0	2.55	.958	2.09	.867	3.00	.766
		%	13.9	29.2	24.6	12.3	20.0	0.0						
21.	School staff have been more receptive to parent involvement	f	10	28	10	11	6	0	2.62	.980	2.29	.999	3.00	.872
		%	15.4	43.1	15.4	16.9	9.2	0.0						

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Table 2.21 (cont'd.)

Item		Total Group (N = 65) (4) SA	(3) A	(2) D	(1) SD	NA	NR	$\bar{X}$	SD	Teachers $\bar{X}$	Teachers SD	Community $\bar{X}$	Community SD
22. Program has made school staff more student-centered	*f*	4	28	16	8	9	0	2.50	.831	2.25	.896	2.70	.801
	%	6.2	43.1	24.6	12.3	13.8	0.0						
23. School staff support career awareness part of program	*f*	15	32	10	2	5	1	3.01	.754	2.66	.701	3.21	.735
	%	23.1	49.2	15.4	3.1	7.7	1.5						
24. School attendance rates by students have increased	*f*	2	11	18	13	19	2	2.04	.861	1.63	.683	2.31	.946
	%	3.1	16.9	27.7	20.0	29.2	3.1						
25. Program has increased community's involvement in school related activities	*f*	18	21	14	8	4	0	2.80	1.013	2.21	.902	3.24	.969
	%	27.7	32.3	21.5	12.3	6.2	0.0						
26. Community input into program planning has increased	*f*	18	13	16	10	7	1	2.68	1.104	2.00	.925	3.17	.984
	%	27.7	20.0	24.6	15.4	10.8	1.5						
27. Community has increased its support of schools	*f*	16	18	15	9	6	1	2.70	1.043	2.00	.872	3.12	.899
	%	24.7	27.7	23.1	13.8	9.2	1.5						
28. Program has increased public awareness of school's problems	*f*	18	27	9	7	4	0	2.91	.953	2.45	.977	3.25	.846
	%	27.7	41.5	13.8	10.8	6.2	0.0						
29. Program has improved communications between school & parents	*f*	16	23	12	8	5	1	2.79	.996	2.39	.988	3.08	.928
	%	24.6	35.4	18.5	12.3	7.7	1.5						
30. Program has helped reflect needs and aspirations of community	*f*	11	25	13	8	7	1	2.68	.947	2.31	.893	2.86	.967
	%	16.9	38.5	20.0	12.3	10.8	1.5						
31. Program has enabled staff ideas to get expressed	*f*	14	25	12	5	7	2	2.85	.903	2.47	.947	3.04	.804
	%	21.5	38.5	18.5	7.7	10.8	3.1						
32. Effective staff training program was developed	*f*	18	26	10	2	8	1	3.07	.805	2.91	.848	3.14	.853
	%	27.7	40.0	15.4	3.1	12.3	1.5						

Table 2.21 (cont'd.)

	Item		Total Group (N = 65) (4) SA	(3) A	(2) D	(1) SD	NA	NR	$\bar{X}$	SD	Teachers $\bar{X}$	Teachers SD	Community $\bar{X}$	Community SD
33.	Workshop's plan for solving health problems was successful	*f*	9	24	11	7	13	1	2.68	.927	2.18	.795	3.18	.910
		%	13.8	36.9	16.9	10.8	20.0	1.5						
34.	Staff Development Committee carried out work effectively	*f*	10	30	9	7	8	1	2.76	.894	2.47	.947	2.85	.910
		%	15.4	46.2	13.8	10.8	12.3	1.5						
35.	Credit courses offered new teachers were successful	*f*	21	35	2	1	6	0	3.28	.617	3.12	.665	3.43	.589
		%	32.3	53.8	3.1	1.5	9.2	0.0						
36.	Institutes to help teachers deal with learning deficiencies were successful	*f*	15	26	4	1	15	4	3.19	.687	3.00	.534	3.40	.910
		%	23.1	40.0	6.2	1.5	23.1	6.2						
37.	Workshops designed to meet local children's needs were useful	*f*	17	29	6	5	6	2	3.01	.876	2.87	.740	3.19	1.077
		%	26.2	44.6	9.2	7.7	9.2	3.1						
38.	Career education for elementary grades is worthwhile	*f*	18	32	1	1	12	1	3.28	.605	3.00	.666	3.52	.511
		%	27.7	49.2	1.5	1.5	18.5	1.5						
39.	Recreation and health projects have been worthwhile	*f*	15	31	7	7	5	0	2.90	.915	2.43	.843	3.21	.902
		%	23.1	47.7	10.8	10.8	7.7	0.0						
40.	Community education component of program has had a positive impact on students	*f*	9	23	15	6	10	2	2.66	.897	2.36	.860	2.78	.917
		%	13.8	35.4	23.1	9.2	15.4	3.1						

SCC who happened to be teachers were assigned to those groups, since they would have otherwise been included in more than one group. Other groups were not considered large enough to make generalizations, so their data were not analyzed separately. The persons who checked "other" included 13 community people, three cooks, two county supervisors, two aides, a teacher coordinator, a secretary at Fort Gay High School, a retired social worker, an assistant superintendent for Wayne County Schools, and a consultant from Marshall University. Since most of the "other" group were from the local area, they are frequently designated simply as community persons in this report.

Only the means and standard deviations for the teachers group and the community group are included in Table 2.21. The mean response for all questions for the total group was 2.845, so items with means above that level received higher than average ratings (e.g., Item 2), while items with means below that level received lower than average ratings (e.g., Item 1). A difference of approximately 0.5, i.e., from 2.50 to 3.00, in the different means for the total group was found to be statistically significant at the .01 level of confidence, or could have occurred by chance only on one of each 100 occasions. As indicated in Table 2.21 the overall mean rating for community persons was 3.12 compared to 2.50 for the teachers group. This difference was, of course, statistically significant ($t = 9.78$, $p < .001$). Also, in order to facilitate interpretation and generalization, a graph indicating the relative positions of the means for each item and for each group is included as Chart 2.1.

In addition to these statistical analyses, the written responses to each item were accumulated for each item on the questionnaire. A total of 314 comments were obtained from the questionnaire and used as a basis for interpretation of data.

Chart 2.1

Mean Responses to Questionnaire Items

Item

1. SCC has been effective in establishing school policies
2. SCC has represented community's educational needs well
3. SCC has established positive relationships with community
4. SCC has established positive relationships with school staff
5. SCC has used available resources effectively to carry out major functions
6. Needs assessment process was useful
7. Objectives of program are relevant to needs and problems of school system
8. Activities of program have been worthwhile
9. Program has been successful in accomplishing its objectives
10. Most of program activities have been carried out as planned
11. Personnel responsible for carrying out program understand roles
12. Program has been well administered and managed
13. Staff participation in program has been high
14. Program staff generally agree on program objectives
15. Changes in school community climate have been favorable
16. Program has improved teaching skills
17. School staff are more receptive to new ideas and methods
18. Students are more satisfied with school as a result of program
19. Program has had beneficial impact on school staff
20. Program has had positive impact on student performance
21. School staff have been more receptive to parent involvement
22. Program has made school staff more student-centered

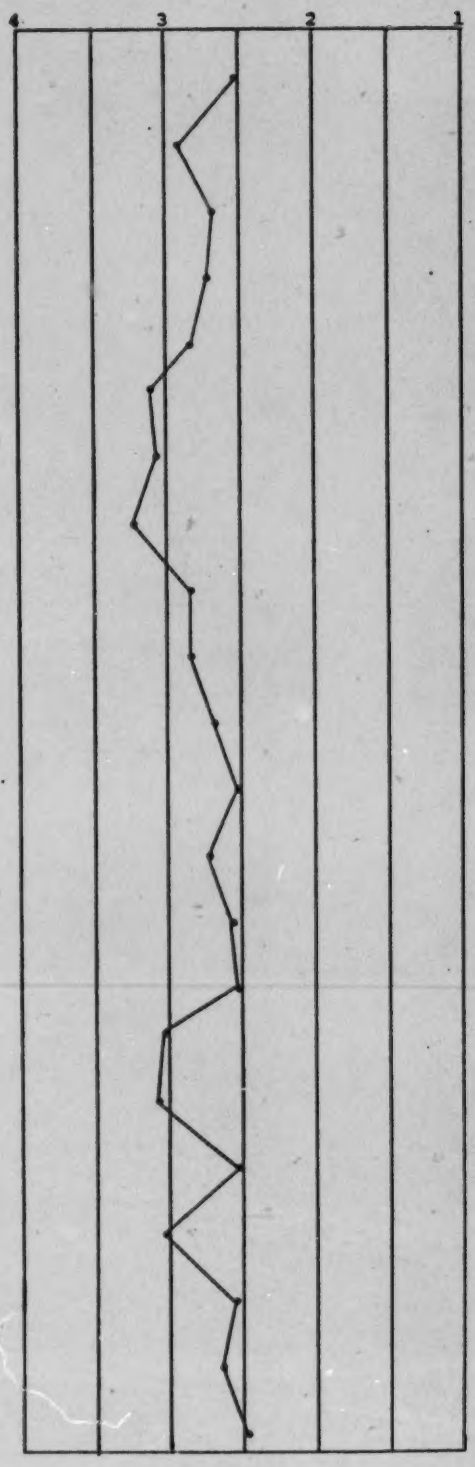
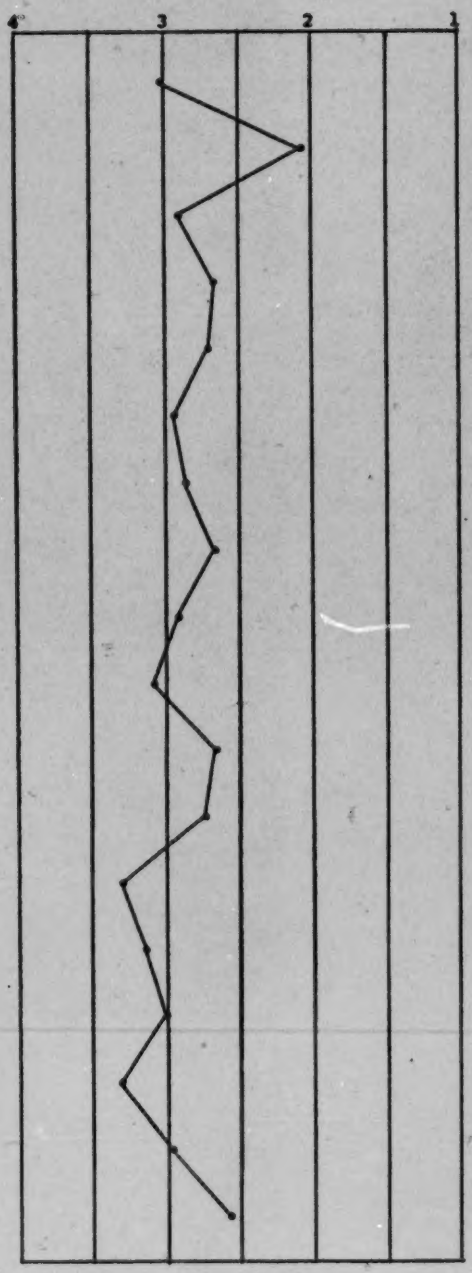


Chart 2.1 (cont'd.)

Item	
23.	School staff support career awareness part of program
24.	School attendance rates by students have increased
25.	Program has increased community's involvement in school related activities
26.	Community input into program planning has increased
27.	Community has increased its support of schools
28.	Program has increased public awareness of school's problems
29.	Program has improved communications between school and parents
30.	Program has helped reflect needs and aspirations of community
31.	Program has enabled staff ideas to get expressed
32.	Effective staff training program was developed
33.	Workshop's plan for solving health problems was successful
34.	Staff Development Committee carried out work effectively
35.	Credit courses offered new teachers were successful
36.	Institutes to help teachers deal with learning deficiencies were successful
37.	Workshops designed to meet local Appalachian children's needs were useful
38.	Career education for elementary grades are worthwhile
39.	Recreation and health projects have been worthwhile
40.	Community education component of program has had a positive impact on students



Effectiveness of the School Community Council. The envisioned role of the SCC was as a partner in formulation of school policy. Although about half of the total respondents agreed that it had been effective in its role (Item 1), the rating of this item was lower than most others on the questionnaire. Only 10 of the 25 teachers agreed or strongly agreed that the Council had been effective in its role. One teacher indicated that "the Board and administration do this." As will be revealed later, the reaction was more positive to the programs of the Council than to the Council itself for some reason.

The respondents were somewhat more agreeable to the idea that the SCC had represented the community's educational needs well (Item 2), and lukewarm to the idea that the SCC had established a positive relationship with the community (Item 3). One teacher indicated that "very few people respect it as anything other than a trip-taking money-making group to weasel something out of if they can." Item 4, concerning the relationships of the SCC with the school staff, received about an average rating overall, but the teachers were less positive concerning those relationships than were the community persons. Fifteen of the 25 responding teachers either disagreed or strongly disagreed with the item. One of the two comments offered by the teachers was "the school staff seldom sees the SCC staff unless we call them, and then we have to chase them down." All respondents appeared to feel that the SCC had used available resources effectively to carry out its major functions (Item 5). One teacher added "the government's red tape tied their hands."

Program Objectives and Activities. One of the most favorable responses to all items was given to the needs assessment process which was carried out to establish educational goals and priorities. Almost 80% of the total group agreed or strongly agreed that it had been useful, and only four teachers

disagreed. They seemed to feel that the process was done well, but that it wasn't used effectively after needs were determined.

The respondents generally felt that the objectives of the program are relevant to the needs and problems of the school system (Item 7) and were very positive concerning the activities in which the program has engaged (Item 8). One of the community persons indicated that "the SCC has had programs to get the parents involved in learning and trying to help their children in their education," and another stated "the programs the SCC has had have been educational and informative." The respondents generally felt that the program had been successful in accomplishing its objectives (Item 9) and that most of the activities of the program had been carried out as planned (Item 10). However, one teacher indicated that "the program has benefited teachers but student resources have been limited and community resources even more limited." One SCC member indicated that the program had not reached some of its objectives, but agreed that overall, the objectives had been met pretty well.

The recipients also tended to agree that personnel responsible for carrying out the program understood their roles (Item 11). One SCC member stated that as a personal opinion, they had to the best of their ability. For the total group, there was about the same amount of consensus that the program had been well administered and managed, but the teachers as a group tended to disagree somewhat. Fourteen of the 25 either disagreed or strongly disagreed. The consensus from written responses and personal interviews appear to be that the program has suffered from the frequent change of School Development Team Managers rather than to the poor management of any one of them. The teachers also disagreed with the statement that staff participation in the program had been high (Item 13), although the rest of the group appeared to

agree that it had. There was general consensus that the program staff generally agree on the program objectives (Item 14).

Program Environment. The total group felt less sure that changes in the school community climate since the beginning of the program had been favorable (Item 15). One-third of the total group disagreed or strongly disagreed, including 13 of the 25 teachers. There was a feeling on the part of some that the staff and community had grown further apart from each other. On the other hand, there was general consensus that the program had resulted in an improvement of teaching skills (Item 16) and that school staff were more receptive to new ideas and methods of teaching (Item 17). Interestingly, the community gave an unusually high rating to the school staff's receptivity to new ideas and methods of teaching; 13 of the 26 strongly agreed with the statement.

Another interesting finding from the study was that older adults, and especially teachers, tended to rate the effect of the program on students much lower than the students themselves rated the program effect.

Program Outcomes. In response to Item 18, 15 of the 25 teachers disagreed with the statement that students are more satisfied with school as a result of the program, and other groups appeared to agree. One teacher indicated that student progress and satisfaction seemed to be diminishing but that the program could not be blamed for it. Another indicated that students had been absent more than ever, but a student who gave a positive response added "especially with radio broadcasting and the library."

There was some disagreement that the program had had a beneficial impact on school staff (Item 19), and especially by the community group. But again, there was less feeling that the program had had a positive impact on student performance (Item 20). Fifteen of the 25 teachers disagreed or strongly

disagreed with Item 20. The total group was somewhat less positive than usual concerning the receptivity of school staff to parent involvement as a result of the program (Item 21), although 58.5% of the total group thought it had not. One teacher added that "The teacher training programs have been good with only a few exceptions. The community education program was excellent and the career education program has been beneficial." The total group also seemed less sure that the program had made school staff more student-centered (Item 22), and there was general consensus among all groups, although they did feel that the schools had supported the career awareness part of the program (Item 23). Some of the respondents appeared to feel that the school staff were already student-centered, and that the program could therefore not be given credit.

The lowest rating given to any statement by the total group and by both teachers and community persons was to Item 24: School attendance rates by students have increased as a result of the program. Only 13 of the 65 respondents agreed, and 17 of the 25 teachers disagreed. In explanation, one teacher added that student attendance is on the decline nationwide and that the program had not altered that trend. The responses to Item 24 point to a serious problem in the community and one which should receive further study in order to determine why students are attending school less frequently.

There was also some disagreement among teachers that the program had increased the community's involvement in school related activities, although one student added that community classes have been instituted and the community is involved in every phase. A community person included "I think more parents are involved with the school than before because it has gotten parents aware of what is going on." The same pattern of responses was given to Item 27 concerning the support for the schools given by the community, although there

was somewhat more agreement that the program had increased public awareness of the school's problems (Item 28).

The item concerning improvement of communications between school and parents received a slightly less than average response (Item 29), and many of the group did not feel that the program had helped to reflect the expressed needs and aspirations of the community in its school program planning (Item 30). Item 31, the program has enabled staff ideas to get expressed in program planning, received an average response, and there was somewhat more agreement to the statement that an effective staff training program had been developed (Item 32). In comparison to responses to other items, the teachers appeared much more positive toward the staff training program than the community group, but there was a general consensus among all groups that the workshops planned for solving school community health problems was not successful (Item 33). One teacher indicated that there was no follow-up to eliminate problems found in exams, although another person indicated that the first aid workshop was very useful. There was less consensus from the community group that the Staff Development Committee had carried out its work effectively (Item 34), but all groups, and especially the teachers' group, agreed that credit courses offered new teachers were successful (Item 35). The teachers' group gave the highest of all ratings to the item concerning credit courses. There was also consensus that institutes which helped teachers to deal with learning deficiencies were successful (Item 36), and only slightly less feeling that the workshops designed to meet local Appalachian children's needs were useful (Item 37). Concerning the Appalachian workshops, one student added "we need more of them."

The highest rating given by the community group was to Item 38, career education units developed for the elementary grades are worthwhile. Teachers also agreed that they were useful. However, there was somewhat less feeling

that the part of the program dealing with recreation and health had been worthwhile (Item 39), and even less that the community education component of the program had had a positive impact on students (Item 40). Concerning the recreation program, one community person added that long summer days with nothing to do can be very boring for young children, and that the SCC summer recreation program had been very beneficial and worthwhile. The teachers seemed to feel that there should be much more done in the area of community education.

Summary

The three final questions of the questionnaire were open-ended, and the responses to those will serve the summary of the responses to the questionnaires since they served to measure the participants' overall impression of the Urban/Rural program. These responses will be somewhat different from those to similar responses during interviews as reported later, probably because the previous 40 items had served to review the entire program for those completing the questionnaire. Of course, the questions were also slightly different, but of particular note is the fact that the radio station was mentioned less frequently by those responding to the questionnaire than by those participating in interviews.

The individual written responses to the last three open-ended questions varied in length from one word to a full written page. The responses to the questions were reviewed, then categories were formed of most frequent responses, and then, as far as possible, all the responses were placed in those categories. This informal analysis served to summarize the data for the reader in a way that reveals the overall response of the participants. Many of the respondents gave answers which would fit more than one category, e.g., the radio program and newsletter were the two most important aspects of the program, and these

multiple responses were counted in both categories. Also, responses such as "do not wish to comment" were not included in the analyses. The responses were further categorized, as were the previous data, according to the position of the person completing the questionnaire, i.e., faculty member, SCC member, student, and other. Assignment to these categories was based on responses to the question on the final page of the questionnaire.

Most important Program Aspects. When the respondents were asked "What aspect of the program has meant the most to you?" (Question 41), by far the most frequent response from the 57 persons answering the question was "training" of one form or another. Thirty-five of the total 88 comments (39.8%) were in the area of training, and included such comments as teacher training, credit courses, and "seeing the teachers get their education paid for and watching their teaching techniques change."

The respondents also considered career education and community education important, with ten comments for each category. One person said "the community education program was excellent and the career education program has been beneficial," and a student thought "the involvement of the community and the unity of the school and parents" was a most important aspect of the program. As indicated in Table 2.22, other aspects mentioned by the respondents were: Newsletter, the FM radio station, the library, the adult learning center, and community awareness.

Least Successful Program Aspects. Forty of the 65 persons responding to the questionnaire mentioned aspects of the program which they considered least successful. These comments were much more diverse and difficult to categorize than were those from the preceding question.

The most frequent response appeared to be in the area of community involvement, community awareness, and general apathy of the community. Half

Table 2.22

Aspects of Program Considered Most Important by Participants

	Faculty	SCC	Students	Other	Total	Percent
Training	21	-	-	14	35	39.8
Career Education	7	1	-	2	10	11.3
Community Education	2	-	-	8	10	11.3
Radio	2	1	-	5	8	9.1
Newsletter	2	1	-	5	8	9.1
Library	3	-	-	4	7	8.0
Adult Learning Center	3	-	-	2	5	5.7
Community Awareness	1	1	2	1	5	5.7
Total Comments	41	4	2	41	88	100.0

N = 57 persons responding

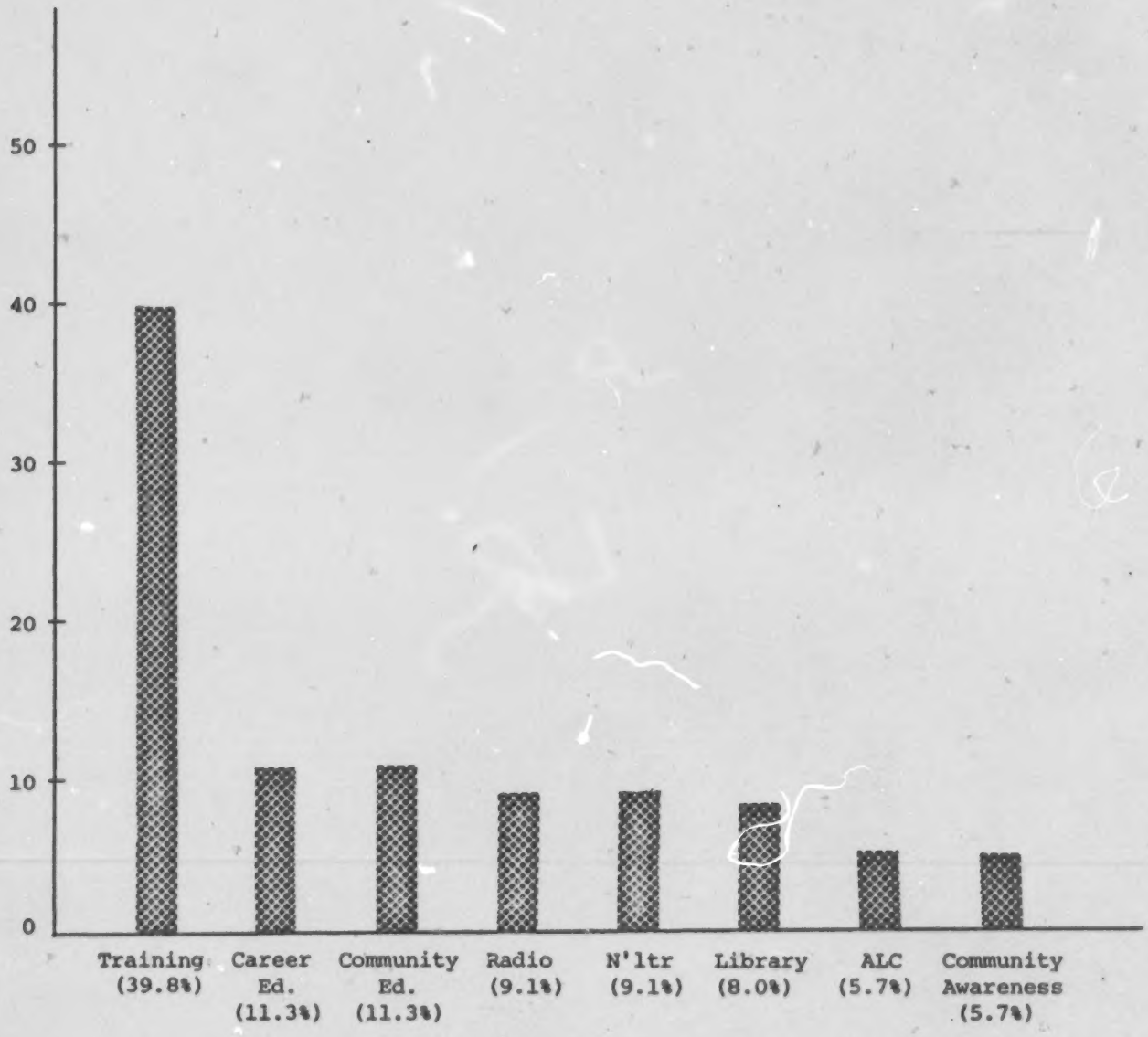


Figure 1

Aspects of Program Considered Most Important by Participants

of the community group gave a response in this category, as did six of 21 responding teachers. Typical responses to the question "What aspect of the program has been least successful?" were: "the total awareness of the community to the needs of children," "need to involve more low income people on the Council," and "bringing parents and school together--this was an important point, yet least successful."

Another aspect of the program which was considered less successful was the area of health, physical education, medical exams, and recreation. The faculty appeared to be more sensitive to this weakness than did other groups. One teacher responded "providing some equipment and facilities, the program was designed so this was not entirely possible" and "the medical exam for students was not remedied and there were few audio visuals actually provided for student stimulation due to government red tape." As indicated in Table 2.23, other less successful aspects of the program were: payment for everything (which was good for few), career education, staff involvement, and a problem with Central Michigan. Three respondents said everything was successful and one said that nothing was successful, and five responses were not classified.

Overall Impression of Urban/Rural Project. The 65 respondents gave 54 answers to the final question on the questionnaire, which asks "Overall, what is your impression of the Urban/Rural project?" Their responses required some five single-spaced typed pages, and all responses are not repeated in this report in order to protect the privacy of individuals as promised. However, typical responses are quoted and all responses were classified as strongly positive, positive, neutral, negative, and strongly negative. For example, a strongly positive response was "it has had a tremendous effect on the school system, especially the training given to the staff and community...." A strongly negative comment was "for the amount of money put into this project, it's a disgrace. Our school could have had a vocational school...."

Table 2.23

Aspects of Program Judged Least Successful by Participants

	Faculty	SCC	Students	Other	Total	Percent
Community Involvement, Awareness, Apathy	6	1	-	8	15	35.7
Health, Physical Ed., Medical Exams, Recreation	6	-	-	1	7	16.7
Not Classified	2	1	-	2	5	12.0
Payment for Everything, Good for Few	2	-	-	1	3	7.1
Everything Successful	-	1	-	2	3	7.1
Career Education	2	1	-	-	3	7.1
Staff Involvement	1	-	-	2	3	7.1
Central Michigan Problem	1	-	1	-	2	4.8
Nothing Successful	1	-	-	-	1	2.4
Total Comments	21	4	1	16	42	100.0

N = 40 persons responding

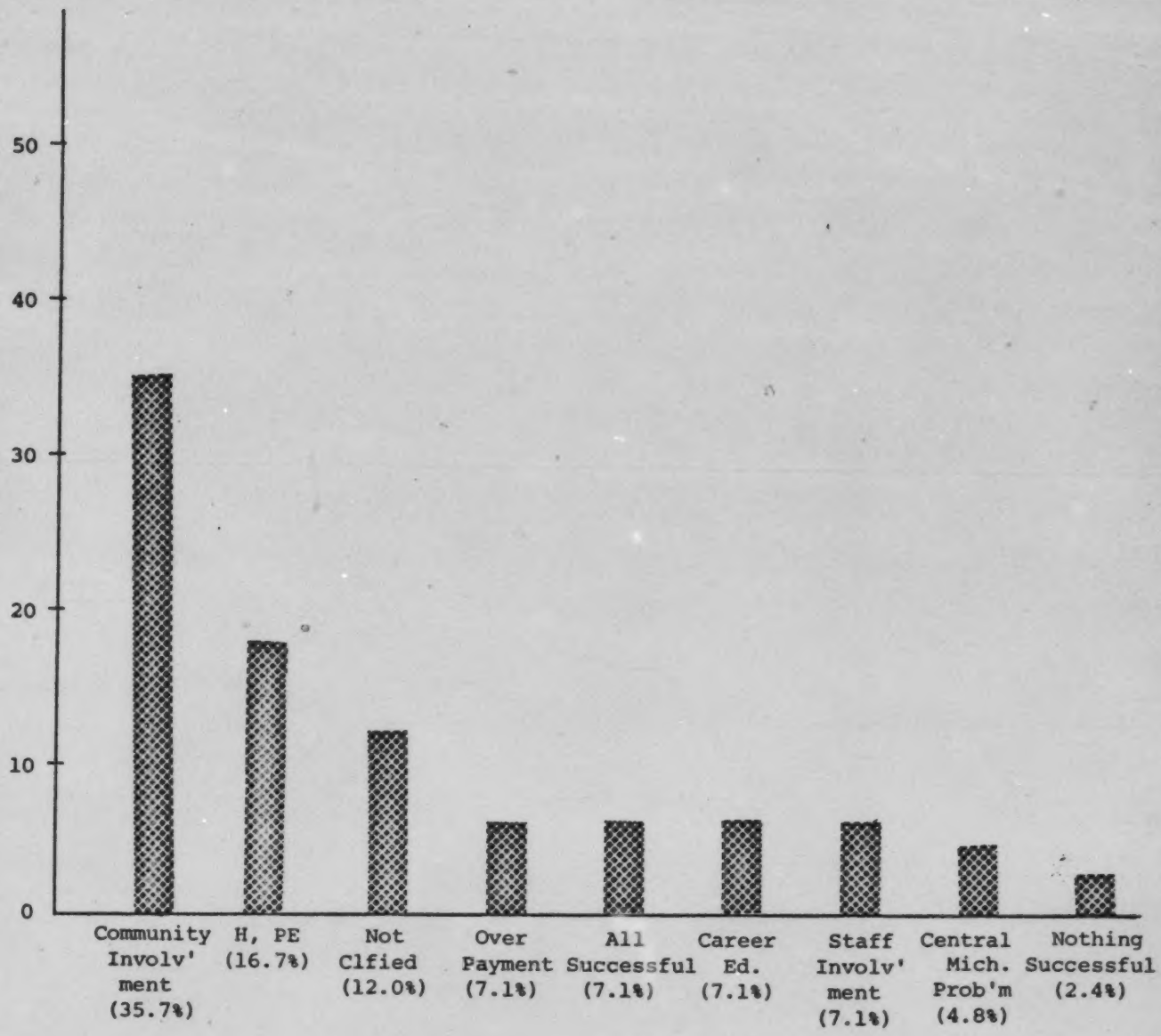


Figure 2

Aspects of Program Judged Least Successful by Participants

When the 54 comments were classified on the positive-negative continuum, 34 of them (63.0%) were either strongly positive or positive, and 11 of the comments (20.4%) were either negative or strongly negative (Table 2.24).

One generalization which can be reached from this section is that individuals have different perspectives of the program. For example, the response on one questionnaire indicated that the program "has been a disappointment. There has been no improvement in student learning and attendance--relationship between the Council and teachers has not been the best." The next questionnaire indicated that the program "has made a favorable impact on most everyone who has been involved. The children have benefited very much." The next questionnaire indicated "It's an outstanding program--has enabled a great success in working with children."

The overall attitude of the respondents is probably best summarized by the following response: "I feel that the program was one of the greatest things that could have happened to the Fort Gay community, however, many Council members wanted to serve their own facet and would not strive to help the overall program. In other words, I don't think they wanted to see the 'big picture,' and how all participants should be reached equally."

2.3 Results of Interviews

As indicated in the previously described Evaluation Plan, interviews were conducted with 39 persons selected as representative of six different groups of participants in the Fort Gay-Thompson program. These groups were administrators, teachers, Council members, students, and other.

The six administrative personnel included a high school principal, two elementary school principals, a previous program coordinator who is now serving in the Maryland State Department of Education, a Marshall University professor, and two program staff persons.

Table 2.24

Overall Impression of Urban/Rural Project

	Faculty	SCC	Students	Other	Total	Percent
Strongly Positive	5	-	2	-	7	13.0
Positive	6	4	-	17	27	50.0
Neutral	4	-	-	5	9	16.7
Negative	7	-	-	3	10	18.5
Strongly Negative	-	-	-	1	1	1.8
Total Comments	22	4	2	26	54	100.0

N = 54 persons responding

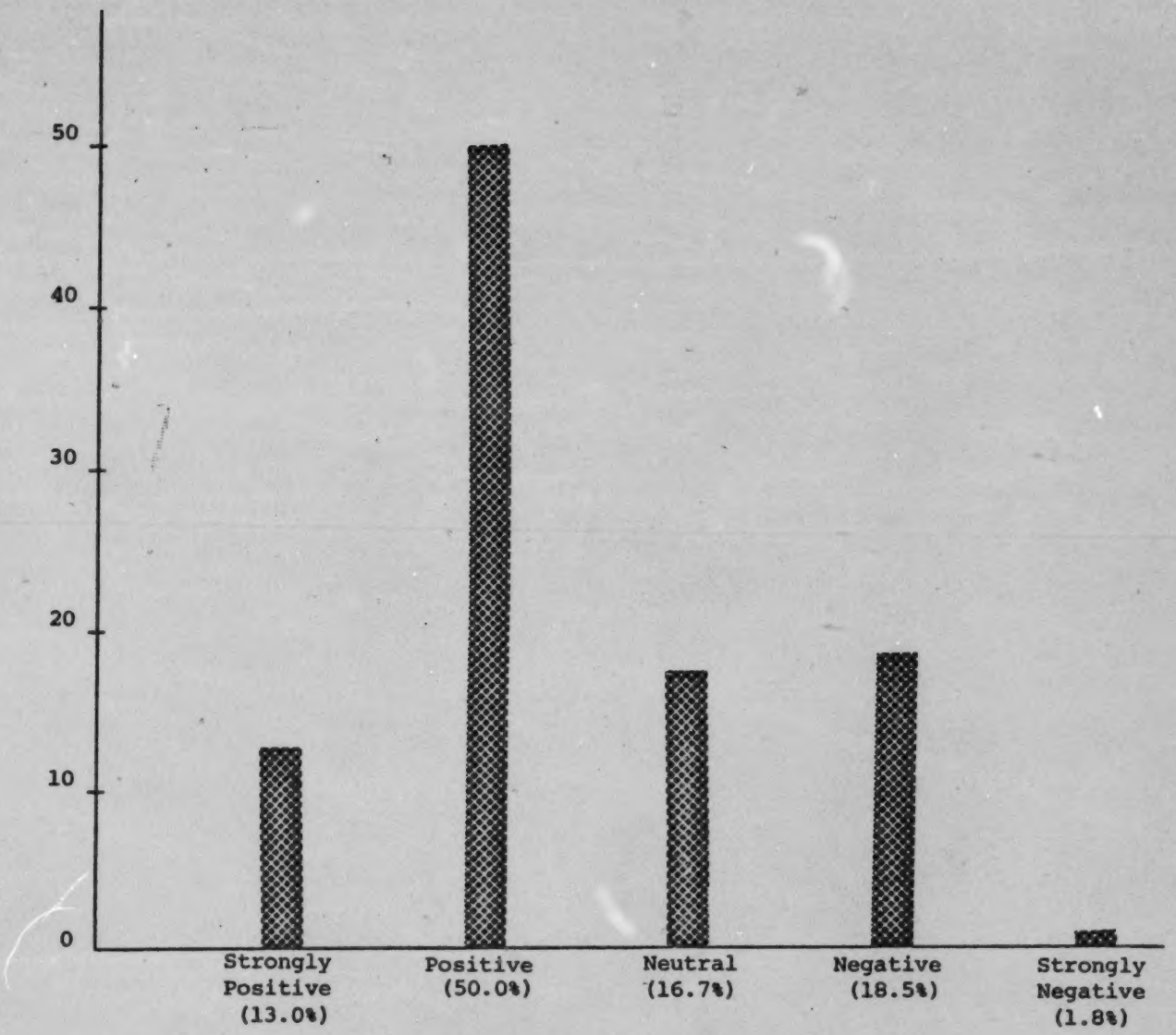


Figure 3

Overall Impression of Urban/Rural Project

Of the 15 faculty persons interviewed, five were from Fort Gay Elementary, three from Thompson Elementary, six from Fort Gay High School, and one was with the Fort Gay Community Library. All of the nine students attended Fort Gay High School. The five interviewed members of the Council who were not included in the administrative and faculty categories were members of the Fort Gay-Thompson community. One was employed by International Nickel as a maintenance foreman, one was a postmaster, another was an electrician, another lived on a farm, and another person did not mention their occupation.

Of the three persons listed as "other," one was a coordinator of the adult learning center, another was the coordinator of the community center operated by the Southwest Community Action program, and the third was a custodian of the SCC program office.

The information from the interviews are categorized according to the 11 questions asked each interviewee, and according to the administrative, faculty, SCC, student, and other responses. A decision was made by the evaluators to include members of the SCC in other categories when possible. For example, the data from teachers who are on the SCC are summarized in the "faculty" column rather than the "SCC" column in order to avoid duplications. A summary of the interviews is provided at the end of this section.

Relationship to Program. The relationship to the Urban/Rural School Development program of the six categorized as "administrative" was as follows: five have been members of the School Community Council, three said they had been on the Staff Development Committee, one was a Coordinator, one was a School Community Director, one has participated in classes, one has been involved in a workshop, and one was a Home-School Counselor.

The length of involvement in the program varied from three months to five years for the six respondents. Two have been involved since the beginning

of the program about five years ago, two for two years, and two for less than one year.

As to the association of the 15 teachers with the Urban/Rural program, seven participated in classes (with two receiving M.A.'s), five as Council members, two were on the Staff Development Committee, two attended workshops, one was involved in teacher training, one as a Student-Community Council vice chairman, and one as a SCC chairman.

The length of involvement in the program for the 15 teachers is as follows: one for five years, three for four years, three for three years, three for two years, one for three months, and four gave no indication as to length of involvement, which may be partly due to sporadic or short duration of participation or involvement in classes and workshops.

The five Council members not included in the above categories described their affiliation with the program as follows: one was a chairman of the Council, three were Council members, one was vice chairman (community member), and one was a parent member of the Council. The total is greater than five since the chairman was a regular Council member when not serving as chairman.

Three of the five Council members have been on the Council for the five-year duration of the program. The other two have been on the Council for two years and one year respectively.

The nine students indicated their relationship to the program as follows: one was involved in a recreation program, one was also a Council member for one year, four went on a trip to Montana as part of an exchange program, two were involved with the radio station, one didn't know, and one gave no indication. The length of involvement for the students was limited mostly to the one-week trip to Montana, with the others indicating three years, one year, three months, no indication, and don't know.

The three persons designated as "other" mentioned the following as indicative of their relationship to the Urban/Rural program: education benefits (1)*, hygiene class instructor (1), involvement in workshops (2), participation in Council meetings (1), and Community Center organizer (1). One has been involved in the program since 1971, another since 1972, and the third gave no indication except an awareness of the program since 1971.

Primary Goals of Program. The primary goals of the program, according to the six classified as administrators, in order of decreasing frequency of responses were: teacher training (7), upgrade area education (4), community school interaction or involvement (3), Community Involvement (2), and student motivation, community improvement, and eliminate apathy (1 each).

According to the 15 teachers interviewed, the primary goals were: student improvement (7), teacher training (6), community involvement (6), community-school involvement or interaction (4), upgrade or improve area education (4), and community improvement (4).

The five Council members mentioned school-community involvement (4), teacher training (4), improve student education (2), and community involvement (1) as the primary goals of the program.

Community improvement (3), school-community involvement (2), community involvement (2), teacher improvement (1), school improvement (1), and upgrading of student education (1) are the responses given by nine students as the main goals of the Urban/Rural program.

The three in the "other" category identified the major goals of the program as: to improve school-community involvement (2), to better prepare teachers through a teachers' training program (1), and to upgrade education (1). Table 2.31 contains a listing of the primary goals of the program as perceived by the five categories of interviewees.

* Number of persons who mentioned item.

TABLE 2.31. PRIMARY GOALS OF THE URBAN/RURAL SCHOOL DEVELOPMENT PROGRAM

	Administrators (6)	Teachers (15)	Council Members (5)	Students (9)	Other (3)	Totals
Teacher training or improvement	7	6	4	1	1	19
Community-school (involvement) interaction	3	4	4	2	2	15
Community involvement	2	6	1	2		11
Upgrade education	4	4	2		1	11
Student involvement		7		1		8
Community improvement	1	4		3		8
School improvement				1		1
Improve economy	1					1
Student motivation	1					1
Eliminate apathy	1					1
Totals	20	31	11	10	4	76

The primary goal according to the various groups is to upgrade the educational level in the area, both academically and socially, through improved teaching and community participation. The basic emphasis seems to be on community-school improvement through involvement of both parents and students in the decision-making process.

In discussing the goals, the interviewees related the following positive attributes of the program: (a) benefits received by the students, teachers and community; (b) experiences for people in the community that would not have been possible otherwise; (c) influence of community involvement in that now, for example, many participate in the Board meetings; (d) experiences received by rural children even though the area is handicapped by being mountainous; and (e) tax payers' money returns to the local area and they are thus able to make decisions on how money is spent in the school and community. One person reported a change from a negative to a positive attitude toward program after becoming a Council member.

Some of the constructive criticisms and complaints given were: (a) the need to get more people involved in the outlying areas; (b) many in the community don't understand how they are to be involved and feel that they are being left out; (c) more emphasis should be placed on helping low income people; (d) the program has gone astray and needs to get back on course; (e) job opportunities should be more open and not limited to a special few, as was the case with the hiring of teachers' aides; (f) there are too many benefits for the teachers and not enough for the community; and (g) the expenditures have been excessive and wasteful.

Major Unmet Needs. The major educational problems and unmet needs in the Fort Gay School System according to those categorized as administrators are: community, parent and student apathy, lack of student exposure to new

ideas and experiences, inadequate curriculum, limited vocational education, poor reading achievement of students, teachers leaving the community to teach elsewhere, communication between the school and community, level of education of the parents, health status, and poverty. The teachers mentioned apathy, poor educational performance of students, inadequate school facilities and equipment, substandard curriculum, and limited vocational education as the primary education problems and needs. The Council members mentioned apathy, poor student achievement levels, inadequate vocational and career education, and the school curriculum in general, and substandard school facilities and equipment as major educational problems and needs.

According to the students, the primary education problems and unmet needs are apathy, inadequate curriculum, limited vocational and career education opportunities, poor school facilities and equipment, and the lack of recreation facilities in the Fort Gay School System. Two students responded that there were no problems and needs. Those designated as "other" specified limited vocational and career education, low student achievement and inadequate employment opportunities as the main educational problems and unmet needs in the area. A detailed listing of responses related to educational problems and needs perceived by each of the six groups is included as Table 2.32.

Adequacy of Goals. Five of the six designated as "administrators" specified that the accepted goals of the Urban/Rural project were the right ones, with one other responding with a "maybe." However, most all of the positive responses were qualified with further elaboration. Some of the typical responses were goals "not met," "limited progress," "a bit vague," "more emphasis on school improvement," and "not perfect--should have happened sooner."

Like the administrators, the teachers also responded favorably to the goals of the program. Twelve of the 15 specified that the goals were good or adequate. Again, as did the administrators, there was some concern as to how well these goals are being carried out. Some suggestions for improvement

TABLE 2.32. MAJOR EDUCATIONAL PROBLEMS AND UNMET NEEDS IN THE FORT GAY SCHOOL SYSTEM

	Administrators (6)	Teachers (15)	Council Members (5)	Students (9)	Other (3)	Totals
School Facilities and Equipment	1	3	1	2		7
Inadequate Curriculum	1	2	2	1		6
Limited Vocational Education	1	3	1	1	2	8
Limited Career Education			1	1	1	3
Sub-total						17
Educational Performance of Students						
1. Reading	1	5	1		1	8
2. Math		2	2		1	5
3. English		1				1
4. Writing			1			1
Sub-total						15
Students:						
1. Absenteeism		1				1
2. Discipline		1		1		2
3. Lack of Altruism		1				1
Sub-total						4
Personnel:						
1. Teacher Turnover Rate	2					2
2. Increase Teacher Aides		1				1
Sub-total						3
Communication Problems:						
1. School-Community	1					1
2. School-Parent		1				1
3. Teacher-Council-Parent-School Board-Administration		1				1
Sub-total						3
Apathy:						
1. Community	1	1	1	1		4
2. Parent	1	4		1		6
3. Student	1	3		1		5
4. Teacher		2	1			3
5. School Board			1			1
6. School			1			1
Sub-total						20
Other:						
1. Limited Education of Parents	1					1
2. Lack of Students Exposure to New Ideas and Experiences	3	1				4
3. Brain Drain and Employment Opportunities		1			1	2
4. Lack of Political Awareness		1				1
5. Health Problem	1	1				2
6. Poverty	2					2
7. Transportation		1				1
8. Recreation				2		2
Sub-total						15
None				2		2
No Response					1	1
Total	17	37	13	13	7	87

were: need for community programs, renewal of the recreation program, more involvement from people outside School Community Council, improvement in workshops and team teaching programs, need for a vocational building, less emphasis on money and more involvement of the SCC in furthering the goals of student education and opportunities, less control of the program by the county Board, and improvement in hiring practices.

The Urban/Rural project, according to the teachers, has increased community involvement and communication, provided educational benefits to teachers, students and community, and made short range accomplishments.

All five Council members approved of the goals of the program as being the right ones in identifying the needs of the community. However, most were anxious for more feedback and concrete evidence of how well the goals were being implemented, especially in regard to student benefits as they relate to improved teacher skills, school improvement, and extent of community involvement in the decision-making process.

The students were highly agreeable (7 of 9) with the goals of the program. Some mentioned that through teacher training the students and school benefited. They also noted that the trip (to Montana) had been beneficial. Nevertheless, in keeping in line with the goals of the program, some responded that they would like to see more students involved in the School Community Council (rather than, as one student labeled it, "a Faculty Community Council"), more parent cooperation, and a better school curriculum.

Two of the three designated as "other" indicated satisfaction with the goals of the program. The third did not specify agreement or disagreement with the goals. They felt that the program should involve more people of all ages, place more emphasis on vocational education, and should provide equipment and facilities for recreation.

Outstanding Achievements. As indicated in Table 2.33, the outstanding achievements of the Urban/Rural project, listed in decreasing order of responses, according to the administrators are the radio station (6), the adult learning center (6), the library (5), the teacher training program (4), the community workshops (2), the adult classes (2), student educational improvements and vocational education (1 each).

The teachers view the achievements of the program pretty much in the same manner as the administrators. The radio station is first (9), followed by the adult learning center (8), then the teacher training program (7), the library (5), the workshops (2), the community center (2), student educational improvements (2), the teacher aide program (2) and the field trips (2). Table 2.33 also contains a list of single responses given by teachers concerning the achievements of the program.

According to the Council members, the teacher training program (4), the library (4), the adult learning center (3), radio station (3), community workshops (2), betterment of student education, teacher aide program, improvement in community school relations, upgrading of classroom facilities, community education program (1 each) are the outstanding achievements of the program.

The students mentioned the radio station (4), the adult learning center (2), the recreation center (2), the adult workshops, library, quality of student education, improvement in community school relations, employment opportunities, and the newsletter (1 each) as being the notable accomplishments of the program.

Like most of the other groups, those designated "other" mentioned the radio station (3), the library (3), the adult learning center (2), and the teacher training program (2) as the prominent achievements of the program.

As Table 2.33 indicates, in most groups there is almost complete consistency in specifying the radio station, the adult learning center, the

TABLE 2.33. OUTSTANDING ACHIEVEMENTS OF THE URBAN/RURAL PROGRAM

	Administrators (6)	Teachers (15)	Council Members (5)	Students (9)	Other (3)	Totals
Radio Station	6	9	3	4	3	25
Adult Learning Center	6	8	3	2	2	21
Library	5	5	4	1	3	18
Teacher Training Program	4	7	4		2	17
Community (Adult) Workshops	2	2	2	1		7
Improvement in Student Education	1	2	1	1		5
Community Center		2	1		1	4
Teacher Aide Program		2	1			3
Community-School Relations		1	1	1		3
Adult Classes	2					2
Improvement in Classroom Facilities		1	1			2
Field Trips		2				2
Newsletter		1		1		2
Community Involvement and Interaction		1			1	2
Recreation Program				2		2
Vocational Education	1					1
Career Education		1				1
Community Education Program			1			1
Home Visits		1				1
Meals on Wheels		1				1
Mountain Heritage Day		1				1
Parent Interest		1				1
Leadership Development		1				1
Health Education		1				1
Employment Opportunities				1		1
Community Awareness					1	1
Totals	27	50	22	14	13	126

library, and the teacher training program as the outstanding achievements of the Urban/Rural School Development project.

Problems Met by Program. Specific problems which have been solved or needs met by the program as perceived by all five groups were a decrease in community apathy and a better understanding (cooperation) between school and community. It was stated that "parents and teachers have become more aware of each others' environment" and that the "community is more aware of problems that exist in the schools." The radio station was again cited as an important and effective means of communicating with the people and involving them in what is happening in the school and the community.

Of 15 teachers interviewed, eight cited classes which were offered to teachers as directly or indirectly helping to meet needs of either teachers or students, although teacher training and improvement seemed to be the major goal of the program as perceived by all five groups and indicated by their responses to Question 2 presented previously.

As indicated by Table 2.34, teachers seemed to be the most negative in being unable to point to any specific problems which the program had solved. In fact, seven of the 15 teachers said they did not feel the program had solved any problems.

Groups Who Benefited Most. As shown by Table 2.35, the group which was felt to have benefited most from the program was the teachers. Out of a total of 39 responses to this question, 17 people emphatically stated they believed teachers had benefited most but only because of the increased teacher training, new techniques, and facilities which had enabled teachers to relate more effectively with their students. Both administrative and Council people felt strongly that teachers had benefited most whereas only four of 15 teachers interviewed cited themselves as being the primary beneficiaries of the program. Other groups cited by teachers as having benefited

TABLE 2.34. PROBLEMS/NEEDS THAT HAVE BEEN SOLVED/MET BY THE URBAN/RURAL PROGRAM

	Administrators (6)	Teachers (15)	Council Members (5)	Students (9)	Other (3)	Totals
Teacher training	3	8	2		2	15
Better communication between school and community	2		1	4		7
Library			1	1		2
Radio Station				2		2
Adult Learning Center			1			1
Field trips				1		1
None	1	7	1	1	1	11
Totals	6	15	6	9	3	39

TABLE 2.35. WHO/WHAT GROUP HAS BENEFITED MOST FROM THE URBAN/RURAL PROGRAM

	Administrators (6)	Teachers (15)	Council Members (5)	Students (9)	Other (3)	Totals
Teachers	5	4	5	1	2	17
Students	1	3		3	1	8
Community	1	3		3		7
Council		2		1		3
Teacher Aides		1				1
Select few				1		1
None		2				2
Totals	7	15	5	9	3	39

were students (seen as a positive program outcome) and Council members and their relatives (seen as a negative program outcome). There seemed to be some resentment on the part of teachers because they felt a limited number of people on the Council had benefited through travel and "ego trips" at Council meetings.

Major Program Weaknesses. Major weaknesses of the program seemed to vary extensively depending on which group was being interviewed. Each group seemed to agree within itself as to major weaknesses but it was difficult to find a common weak thread among groups. As indicated by Table 2.36, the most common weakness seemed to be a criticism of the Council by teachers, administration, and Council members themselves. Specific criticisms by administration people interviewed are:

a. a frequent change in team managers (there had been one each year of the five-year project)

b. a small clique on the Council want to make all the decisions

c. a problem with teacher certification created bad feelings among teachers and the community

Specific criticisms by teachers are:

a. the inability of the Council to reach consensus

b. suspicion by teachers that the Council is criticizing and threatening teachers

c. everything (classes, courses, travel, meetings, etc.) centered around people being paid to become involved in programs

d. a lack of community involvement in and on the Council

The Council themselves identified the following weaknesses:

a. lack of continuing leadership due to the inability of the Council as a group to hire employees and maintain leadership

TABLE 2.36. MAJOR WEAKNESSES OF THE URBAN/RURAL PROGRAM

	Administrators (1)	Teachers (15)	Council Members (5)	Students (9)	Other (3)	Totals
Community Involvement		5	2			7
Payment for classes bad		3				3
Consensus of Council		2	1			3
Same people received most benefits		2				2
Communications between community and school					2	2
Recreation facility		1				1
Unwillingness of people to say what they mean because they have to live with each other		1				1
Hiring and retaining employees			1			1
Board of Education			1			1
Favoritism on Council for friends and relatives				1		1
Cooperation between community and Council				1		1
Too many cliques on Council					1	1
Inability of program to spend money on supplies	1					1
Depends on how you look at it		1				1
None				7		7
Totals	1	15	5	9	3	33

b. a lack of sufficient community participation in the Council which lead to the formation of a clique

c. difficulty in making decisions as the same problems keep emerging with no decisive action being taken

The common emergent weaknesses from the groups seem to be a lack of continuity in leadership, a lack of community participation and involvement, the inability of the Council to reach consensus and suspicion and resentment among groups toward the Council, particularly by teachers.

New Needs and Unanswered Questions. New questions or needs which have emerged as a result of the program are an awareness of problems which the community of Fort Gay faces and possible remedies to these problems (Table 2.37).

Community education, with its focus on arts and crafts and its utilization of the skills of people within the community, needs to be expanded and capitalized upon. People were not aware such talent existed in the community before this program drew them out.

Career education is a vital need. People did not realize their children were as far behind as children in other parts of the country, both in basic skills and in the ability to function effectively in society once their formal education is completed. It is imperative to teach children that there are other "jobs" besides welfare and the railroad and to provide access and opportunities to those jobs.

Two key words which best summarize new needs which the groups perceive as having emerged as a result of this program are "awareness" and "involvement." All groups, with the exception of students who found this question difficult to answer, pointed to a keener awareness of the need for all persons (i.e., parents, teachers, elderly people, students, etc.) to be involved to change whatever they perceived to be a problem in Fort Gay.

Value of Program. All students and members from the group designated "other" uncategorically stated that the program was "well worth the time

TABLE 2.37. NEW QUESTIONS/NEEDS EMERGED AS A RESULT OF THE URBAN/RURAL PROGRAM

	Administrators (6)	Teachers (15)	Council Members (5)	Students (9)	Other (3)	Totals
Vocational/Career Education	3	4			1	8
Need Recreation/Park Area		5				5
Awareness of communications between parents and teachers needed		3				3
Better off without the program		2				2
Need for community involvement				2		2
Community Education	2					2
Stimulation of interest in obtaining money for new programs		1				1
Realized how far behind their kids are compared to others			1			1
Community awareness of school activities needed			1			1
Need for teacher aides for individual attention in classes			1			1
More Parental Input	1					1
People will miss program when it is gone					1	1
None			2	6		8
No Response				1	1	2
Totals	6	15	5	9	3	38

and money." Of the five Council members interviewed, there were mixed feelings with two stating they felt it was worth time and cost while the other three gave the question a qualified yes.

The six administrators gave an overall positive response with such qualifiers as, "there is always some waste with government spending--we shouldn't have paid people to attend workshops," "there was too much wasted in the administering of the program," and it "should have touched welfare types more."

Teachers seemed to find the program the least worth the time and money. Of the 15 teachers interviewed, seven said they definitely felt the program was worth the time and cost, four definitely felt the program was not worth the time and cost, three were undecided and believed that time would tell, and one felt it was worth the time but not the cost as too much money was wasted to pay people to attend workshops when it could have been used for park areas, etc., to benefit a larger number of people. The responses of all interviewees are summarized in Table 2.38.

Projected Accomplishments. The individual responses are summarized in Table 2.39, but there were four major goals which emerged from the five groups as to what the program should try to accomplish in the next year or two. The four goals were:

1. Continue to make efforts to more effectively involve the community, including low income and welfare people, in programs. There is a strongly felt need to spread the money around and not concentrate it on a small group of people.

2. Career and vocational education needs to be provided in a meaningful way. Students need to see the connection between school and the real world.

3. Recreational opportunities such as a park, recreation area, swimming pool, tennis courts, etc., were stressed by teachers and students as necessary to provide alternatives to "trouble making" students.

TABLE 2.38. THE PROGRAM HAS BEEN WORTH THE TIME AND COST PUT INTO IT

	Administrators (6)	Teachers (15)	Council Members (5)	Students (9)	Others (3)	Totals
Yes	4	7	2	9	3	25
Undecided	1	3	2			6
No		4				4
Worth time, not cost	1	1	1			3
Totals	6	15	5	9	3	38

TABLE 2.39 ASSUMING THE PROGRAM GOES ON, WHAT DO YOU THINK IT SHOULD TRY TO ACCOMPLISH IN THE NEXT YEAR OR TWO?

	Administrators (6)	Teachers (15)	Council Members (5)	Students (9)	Other (3)	Totals
More Career/Vocational Education	2	5	1		1	9
Training programs for teachers and community continued		2		3		5
More community education		5				5
Better relationship with teachers, Board, and community			4			4
Better communication with community					2	2
Create park or recreation area with a pool		2				2
Improve streets				2		2
Need to plan for way money is spent, too many unnecessary trips made		1				1
Remove apathy				1		1
More recreation facilities				1		1
Help welfare types and involve more people	1					1
Need outside people - need a change agent	1					1
More field trips and richer experiences for children	1					1
Try to train and keep people in local schools	1					1
Keep community council functioning	1					1
Cut down on teacher turnover	1					1
Study building needs and make recommendations	1					1
Don't know				1		1
No response				1		1
Totals	9	15	5	9	3	41

4. There was an expressed need to continue efforts to improve the relationship among teachers, Board, and community. There is a need to involve parents in schools and to provide services such as medical exams, recreation programs, etc., by schools, so that parents do not view schools in terms of "them" and "us."

Summary of Interview Results. The participants in the Fort Gay-Thompson Urban/Rural project felt that the major goals of the project were to improve instruction through teacher training, to involve the community in educational decision-making, and to upgrade education in general. This is in agreement with the stated goals of the program listed earlier in this report. The participants felt that the major unmet problems of the community related to education were the apathy of community and school personnel, inadequate school curriculum and facilities, and low performance of students, especially in basic skill areas.

Most of the participants felt that the goals and general conception of the program were adequate. The outstanding achievements of the program were considered to be the FM radio station, the adult learning center, the library, and the teacher training program.

The participants felt that a decrease in community apathy and a better spirit of cooperation between school and community were two specific problems that had been met by the program. All groups felt that the teachers had benefited most from the program; however, the 15 faculty persons interviewed were less emphatic in stating that they themselves had benefited most from the program.

There was less consensus on the major weaknesses of the program, although most groups, including the Council members themselves, appeared to be somewhat critical of the Council operation. Generally, the participants pointed to a lack of continuity in leadership of the Council, a lack of community

participation and involvement, the inability of the Council to reach consensus, and a suspicion and resentment among groups toward the Council.

When asked what new questions or needs may have emerged as a result of the program, the most common answers were two words: awareness and involvement. They felt that there was an emerging awareness of problems which the Fort Gay-Thompson community faces and an emerging understanding that these problems could be met only through involvement of all community groups. More specifically, they pointed to community education with its particular focus on the arts and crafts and utilization of skills of the people within the community, and to career education as vital needs.

The students and community persons uncategorically stated that the program was "well worth the time and money" expended. Administrators, teachers, and Council members were less positive in their statements, but the consensus appeared to be that the resources were applied in a worthy manner.

The participants identified four goals which the program might attempt to accomplish in the next year or two. They were (a) involvement of all segments of the community, (b) additional emphasis in career and vocational education, (c) additional recreational opportunities for the community, and (d) an improved relationship among teachers, Board, and the community.

2.4. Response to FM Radio and Newsletter

As the evaluators discussed the Fort Gay Urban/Rural program with its administrators and the School Community Council, the FM radio station emerged as a unique and highly and popular effort by the group. In fact, as the evaluation progressed, many people in the community, and especially the students, seemed to identify the FM radio station operated by the program as an effort of the Urban/Rural project more so than they did any other of

its numerous programs. Because of its apparent popularity and upon advice about the School Community Council, the evaluation was especially focused on the reception of and suggested changes in the WFGH (FM) format.

As indicated previously, a brief six-item questionnaire (Appendix C) was mailed as a tear-out on the June, 1976 issue of the Fort Gay-Thompson community newsletter. As indicated in Appendix C, the recipients of the newsletter were informed that the questionnaire was a part of the evaluation similar to that conducted for all Urban/Rural sites, and that unless a high percentage of the questionnaires was returned, it would be assumed that the community was no longer interested in receiving the newsletter.

The questionnaires were sent ot AEL for tabulation and inclusion in this report. Of the 78 newsletter recipients who returned the questionnaire, 70 or 89.7% owned an FM radio (Table 2.41). The 10.3% who did not own a radio were not removed from subsequent analyses, since they might listen with a neighbor and have answered questions concerning FM programming based on occasional listening. Based on the sample of responses to the newsletter questionnaire, the School Community Council should realize that at least 10% of the families in the area are usually unable to receive FM programming. Also, two persons reported that they were out of range of the FM station.

Most of the respondents to the questionnaire (51.3%) indicated that they listen to WFGH every day, and 23.1% said that they listen several times a day (Table 2.42). These data would seem to indicate that those persons who listen to the FM radio station very frequently, and that there are only a few occasional listeners to WFGH.

In response to an item asking what kind of programs the readers would prefer to hear more often, 69.2% of them indicated gospel singing, and that was closely followed by 44.9% who indicated a preference for country and western music (Table 2.43). Fewer of the respondents indicated a preference

Table 2.41

Newsletter Recipients Who Own FM Radios

	Number	Percent
Yes	70	89.7
No	8	10.3

Table 2.42

Frequency With Which Families Listen to WFGH

	Number	Percent
Every Day	40	51.3
Several Times a Day	18	23.1
Once a Week	8	10.2
Never	6	7.7
No Response	6	7.7

Table 2.43

Preference for Programs on FM Radio

	Number	Percent*
Gospel Singing	54	69.2
Country Western Music	35	44.9
Classical	16	20.5
Rock Music	12	15.4
Other	8	10.3

Table 2.44

Number and Percent of Recipients Who Read the Newsletter

	Number	Percent
Always	75	96.1
Usually	2	2.6
Seldom	1	1.3

* Sum of percentages is greater than 100 since individuals responded to more than one category.

for classical music (20.5%) or rock music (15.4%). Other suggestions for FM radio programs were: (1) programs on what the city fathers are doing, (2) Sadie Stiltner and Virgil Mullins, (3) potpouri of general household and farm how to stuff, household hints, recipes, sewing notes, budget information, and crafts, etc., (4) news, (5) radio mystery, (6) popular, we wnjoy all types of music, (7) school information, and (8) local news. One respondent volunteered "I certainly enjoy the radio programs, especially gospel and western music. I'm a semi-invalid and enjoy very much both my radio and newsletter. Please do not stop the newsletter. I especially enjoy Adelene's and Chick's stories." Concerning the FM station, another person added "don't stop it. It's like a letter from home." In general, the data indicate that there is a rather large group of persons who listen to the FM radio station rather habitually and prefer gospel singing as well as country and western music.

As might be expected, a large majority of those responding to the newsletter survey indicated that they always read the newsletter (Table 2.44). Only 1.3% indicated that they read the newsletter only seldom. The preference for articles in the newsletter (Table 2.45) is for neighborhood news (66.7%). The recipients of the newsletter would also like to see more school news (48.7%) and short stories (41.0%). They are somewhat less interested in School Community Council news, since only 27 or 34.6% indicated that they would like to see more of that type of news.

The newsletter recipients were asked what changes they think should be made in the newsletter. Of the 43 responses to the item, 17 of them (39.5%) were classified as generally positive responses which did not include a suggested change other than more of the same type of information. For example, respondents indicated "I enjoy it as it is" or "I would like to read a lot more of it." Fifteen of the respondents (34.9%) mentioned changes in the news

Table 2.45

Preference for Articles in the Newsletter

	Number	Percent*
Neighborhood News	52	66.7
School News	38	48.7
Short Stories	32	41.0
Council News	27	34.6

* Sum of percentages is greater than 100 since individuals responded to more than one category.

programs. They wanted "business news and news of new families, where they come from and who they are" or "more Fort Gay news." They wanted "complete up-to-date coverage of our school system" and another said "get rid of the gossip and put in more news concerning the school. I didn't send this back so you would get your percentage, but (am) hoping that you make some changes." On a more positive note concerning the newsletter, another person wrote "add a listing of upcoming events--school community, church, favorite recipes, citizen of the month, teacher of the month, more band news, more career education news, more news about community education classes. Note: This is not a criticism of the paper--just additions!" Four of the respondents mentioned the short stories. They wanted more short stories and jokes by Adelene Thompson. One person indicated that "the whole family loves it, but you should have a race between Adelene Thompson and Frank Aliffe to see who can write the funniest story."

In general, the comments were positive toward the newsletter and numerous additions were suggested. They included everything from an "article on geneology" to a "report from city hall." The only negative comments pertained to a tendency to be gossipy or that "the neighborhood news section is too lax with what it considers news." On the other hand, many of the newsletter recipients wanted the paper to have a local identity and to report on items common to the Fort Gay-Thompson area. All comments have been typed and passed along to the newsletter editor.

3.0 SUMMARY AND CONCLUSIONS

The purpose of the Fort Gay-Thompson Urban/Rural project is to combine the efforts of school and community persons so as to provide a more effective educational program for the west central section of Wayne County, West Virginia. To date, the school-community planning process has resulted in a needs assessment, career education programs, considerable staff training, an FM radio station, a community newsletter, a community center, a recreation program, and numerous other activities implemented through the 21-member School Community Council. The project has been funded at a level of approximately $150,000-$250,000 each year for the past five years.

The evaluation of the project has been completed by the Appalachia Educational Laboratory, Inc., of Charleston, West Viginia, and is primarily based on the use of questionnaires and interviews. More specifically, questionnaires were completed by 65 persons, and 39 persons were interviewed. All were representative of the community, school staff, and persons who had given technical assistance to the project. In addition, 78 brief questionnaires designed to provide information about the FM radio station were returned by readers of the newsletter.

The responses to the questionnaire represent the assessment of community persons, school staff, and students who had systematically reviewed the objectives of the program, since the different items of the questionnaire are representative of those objectives. Under these conditions, the respondents appeared to feel quite positive about the training aspects of the project. Both the school staff and community persons felt that the quality of instruction had improved because of the in-service training which teachers had received as a result of the project. The career education and community education aspects of the project were also rated quite highly. Of the 40

rated items on the questionnaire, the two receiving the most positive response were "credit courses offered to new teachers were successful" and "career education units developed for the elementary grades are worthwhile."

According to the questionnaire respondents, the most serious problems with the program have been a lack of community involvement and general community awareness concerning the education program, and some respondents indicated a general apathy existing in the community. The respondents, and especially the faculty, were also concerned about the health status and recreation opportunities in the community. They seemed to feel that the attendance rate of students was a serious problem in the Fort Gay-Thompson community, and that the project had not resulted in an increase in student attendance, as was one of its objectives.

Although there was considerable difference of opinion among the respondents, the overall tendency, especially among those representative of the community, was to give a positive rating to the project. When asked, "Overall, what is your impression of the Urban/Rural project?" a few individuals commented that the project had been a disappointment and that there had been no improvement in student learning or attendance, and that the relationship between the Council and teachers had not been the best. On the other hand, more individuals appeared to feel that the children had benefited very much from the program, and in spite of dissention among the School Community Council, much good for the community and its children had resulted from the efforts of those involved in the program.

Among the 39 persons who were interviewed, the most frequently mentioned weakness of the program pertained to the operation of the Council, a lack of continuity in its leadership, and, as with the questionnaire respondents, a lack of community participation and involvement. One of the persons

interviewed, Dr. David Koontz of Marshall University, offered a unique perspective of the Council operation. Based on his experience with the project, he felt that the perceived dissention among Council members was actually a healthy indication of effective exchange of ideas; that many issues that resulted in active discussion between school staff and community members were problems that would remain dormant but burning issues in most similar communities. The weekly meetings of the School Community Council may serve a function of conflict resolution, and thereby enhance the educational program of the community.

The outstanding achievements of the program, as related by the persons interviewed, was the FM radio station, the adult learning center, the library, and the teacher training program. The interviews were generally conducted before these persons responded to questionnaires, so that the interviewees had not been systematically led through the range of objectives of the Urban/Rural project. Since the FM radio station was generally mentioned as the most outstanding achievement under these conditions, the impression is left that it is quite important in a public relations sense, but must be considered along with the many other achievements of the program when the entire program is systematically reviewed.

The interviewees felt that a decrease in community apathy and a spirit of cooperation between school and community were two specific problems that had been met by the program. These two problems appear to have been a concern of most persons who completed questionnaires and/or were interviewed, and the fact that it was a concern is possibly a positive indication that an attempt is being made to "bridge the gap" between school and community. This conclusion would seem to be further substantiated by the fact that the interviewees regarded the two most important perceived needs that had emerged

as a result of the program to be an awareness of the problems which the Fort Gay-Thompson community faces and an emerging understanding that these problems could be met only through involvement of all community groups.

The community representatives felt strongly that the program had been well worth the time and money invested in it, and administrators, teachers, and Council members, although somewhat less positive, also felt that the resources had been applied in a worthy manner. The results of the newsletter survey indicated that more than half of those who responded listen to WFGH, the FM radio station, every day, and almost one-fourth of them indicated that they listened several times a day. Gospel singing was the most popular type of program, and it was closely followed by country and western music. The preference for articles in the newsletter was for neighborhood news, school news, and short stories.

In summary, the persons responding to the questionnaires and participating in the interviews gave freely of their opinions and advice. The evaluation was very open, and many different points of view were expressed. Problems in the operation of the School Community Council and the existence of a general apathy in the community were indicated on the questionnaires and during the interviews, but the resulting impression is that, in spite of conflict, a great deal has been done for the children of the Fort Gay-Thompson community. They have experienced many activities that would have otherwise been impossible.

4.0 RECOMMENDATIONS

The evaluators have several recommendations to offer the Fort Gay-Thompson School Community Council. First, this evaluation has been based on the assumption that another group would systematically investigate the effect of the project as can be determined from analysis of hard data, that is, that they will compare achievement test results, teacher assigned grades, attendance rates, academic training of teachers, and other possible indicators of program success.

If the outside consulting agency is unable to provide these comparisons, program staff should compare the results of the state testing program (Educational Development Series) for included grades for at least the years 1970, 1973, and 1976 in order to develop a longtitudinal comparison of program effects. The comparison should include the Fort Gay-Thompson schools, the county averages for those years, and the state norms. The attendance rates for the various grade levels for the community, county, state, and nation should be similarly compared as data can be made available. The contention of some was that possible decreases in attendance rates at Fort Gay were part of a national trend as opposed to a result of conditions related to the community, and comparison of attendance data would indicate if that contention is true.

Even before the results of the second evaluation become available, the Council should investigate the degree of and possible causes of the reported poor attendance rates. The students who were interviewed did not indicate a lack of interest in school, but the student interviews were also more difficult because the students probably tended to be more guarded with their impressions. The problem of student interest in school and school related activities should be thoroughly studied. Possibly, one reason for lack of

interest and resulting poor attendance is that students are unable to see the relevance of school activities to real life, and more particularly, to their career interests and ambitions.

Another recommendation is that past reports completed by study teams be reviewed and summarized in order to reveal where the project has been and where it should go. Much useful information is contained in these reports, but the volume is so great that several days of any one person's time is required to gain the information. Summaries of these data would be very useful to Council members as well as persons across the country who might have an interest in establishing or assessing similar projects.

A 1973 report prepared by professor Richard O. Comfort of Marshall University contained a recommendation that the Council launch a more effective publicity campaign in order to inform the people about its work on a systematic basis. He included suggestions that each member mention something about the work of the Council to at least five people during each day, and that the structure and method of operation of the Council be studied to determine how more widespread involvement on the part of the people of the area could be secured. The problems of public relations and representativeness of the Council continued to emerge during the 1976 evaluation. As advised by some persons responding to the evaluation, the Council should attempt to get some less advantaged persons in its membership. The Council might also consider meeting less frequently as a group and concentrating more of their efforts on small group work assigned to meet specific objectives. Although the internal functioning of the Council was not systematically investigated as a part of this evaluation, a restructuring and occasional segmentation of the Council could possibly cause some of the hostile interactions to be attenuated and channeled into more productive directions.

The Council should continue to investigate innovative processes through which to meet the career and vocational education needs of the students in meaningful ways. As indicated by persons interviewed, the students' need to see the connection between school and the real world.

Although equipment apparently cannot be provided through the project, the Council should investigate ways through which more adequate recreational opportunities can be provided. They might investigate sources of funding for a park, swimming pool, tennis courts, or other recreational facilities of special interest to the community.

The Council should continue to improve the relationships among teachers, the school Board, and the community. As indicated during the interviews, there is a need to involve parents in schools and to provide services such as medical exams and recreational programs so that parents will view themselves as within and a part of the total community education program.

Finally, the participants in the evaluations should be presented with the conclusions of this study, perhaps in a year or so, to get their reaction and to determine the degree of consensus. The study process in itself may serve to converge staff and community opinion, and to develop a better understanding of divergent points of view. A similar study would tend to validate the findings of this report, and hopefully, to develop a unity of purpose among those who have participated in the evaluation.

APPENDIX A

Fort Gay Urban/Rural Project
Evaluation Questionnaire

AEL MEMORANDUM

Appalachia Educational Laboratory
Box 1348, Charleston, W. Va. 25325
304/344-8371

May 10, 1976

TO: Fort Gay Evaluation Participants

FROM: Charles L. Bertram
Director, Research & Evaluation Division

SUBJECT: Fort Gay Urban/Rural Project Evaluation

The attached questionnaire is provided so that you can give a reaction to the Fort Gay Urban/Rural Project which has now been in existence for some five years. We would appreciate your honest opinions regarding the statements.

Please understand that you are not required to answer statements which you consider embarrassing, and that participation is voluntary. Your responses will be combined with those of many other persons, and only the person in Charleston who codes the data will be able to identify you with your own answers.

Attachment

FORT GAY URBAN/RURAL PROJECT
EVALUATION QUESTIONNAIRE

Please respond to the following statements regarding the Fort Gay Urban/Rural Project as follows:

Circle SA if you Strongly Agree with the statement.

Circle A if you Agree somewhat with the statement.

Circle D if you Disagree somewhat with the statement.

Circle SD if you Strongly Disagree with the statement.

Circle NA if the statement is Not Applicable to you. You may not be in a position to have information on some of the items, so feel free to circle NA if you don't know about the statement.

Please use the space under each statement to add comments concerning the project and use the other side of the page if necessary.

1. The School Community Council (SCC) has been effective in its role in establishing school policies. SA A D SD NA

2. The SCC has represented the community's educational needs well. SA A D SD NA

3. Overall, the SCC has established positive relationships with the community. SA A D SD NA

4. Overall, the SCC has established positive relationships with the school staff. SA A D SD NA

5. The SCC has used available resources effectively to carry out its major functions such as policy making, decision making, etc. SA A D SD NA

		SA	A	D	SD	NA
6.	The needs assessment process which was carried out to establish educational goals and priorities was useful.	SA	A	D	SD	NA
7.	The objectives of the program are relevant to the needs and problems of the school system.	SA	A	D	SD	NA
8.	The activities in which the program has engaged have generally been worthwhile.	SA	A	D	SD	NA
9.	Overall, the program has been successful in accomplishing its objectives.	SA	A	D	SD	NA
10.	Most or all of the activities of the program have been carried out as planned.	SA	A	D	SD	NA
11.	Personnel responsible for carrying out the program understand their roles.	SA	A	D	SD	NA
12.	The program has been well administered and managed.	SA	A	D	SD	NA
13.	Staff participation in the program has been high.	SA	A	D	SD	NA

14.	Program staff generally agree on the program objectives.	SA	A	D	SD	NA
15.	Changes in the school community climate since the beginning of the program have been favorable.	SA	A	D	SD	NA
16.	The program has improved teaching skills.	SA	A	D	SD	NA
17.	School staff are more receptive to new ideas and methods of teaching.	SA	A	D	SD	NA
18.	Students are more satisfied with school as a result of the program.	SA	A	D	SD	NA
19.	The program has had a beneficial impact on school staff.	SA	A	D	SD	NA
20.	The program has had a positive impact on student performance.	SA	A	D	SD	NA
21.	School staff have been more receptive to parent involvement as a result of the program.	SA	A	D	SD	NA

22.	The program has made school staff more student-centered.	SA	A	D	SD	NA
23.	School staff support the career awareness part of the program.	SA	A	D	SD	NA
24.	School attendance rates by students have increased as a result of the program.	SA	A	D	SD	NA
25.	The program has increased the community's involvement in school related activities.	SA	A	D	SD	NA
26.	Community input into school program planning has increased.	SA	A	D	SD	NA
27.	The community has increased its support of the schools.	SA	A	D	SD	NA
28.	The program has increased public awareness of the school's problems.	SA	A	D	SD	NA
29.	The program has improved communications between the school and the parents.	SA	A	D	SD	NA

30. The program has helped to reflect the expressed needs and aspirations of the community in its school program planning. SA A D SD NA

31. The program has enabled staff ideas to get expressed in program planning. SA A D SD NA

32. An effective staff training program was developed. SA A D SD NA

33. The workshop's plan for solving school community health problems was successful. SA A D SD NA

34. The Staff Development Committee carried out its work effectively. SA A D SD NA

35. Credit courses offered new teachers were successful. SA A D SD NA

36. Institutes which helped teachers to deal with learning deficiencies were successful. SA A D SD NA

37. Workshops designed to meet local Appalachian children's needs were useful. SA A D SD NA

38. Career education units developed for the elementary grades are worthwhile. SA A D SD NA

39. That part of the program dealing with recreation and health has been worthwhile. SA A D SD NA

40. The community education component of the program has had a positive impact on students. SA A D SD NA

Please respond to the following questions.

41. What aspect of the program has meant the most to you? _____

42. What aspect of the program has been least successful? _____

43. Overall, what is your impression of the Urban/Rural Project? _____

The following information is requested so that we can analyze your reactions according to groups of individuals.

Name _____ Date _____

Position: _____ School/Community Council

_____ Teacher

_____ Student

_____ Principal

_____ Other _____

_____

School: _____

APPENDIX B

General Interview for Fort Gay
Urban/Rural Evaluation

GENERAL INTERVIEW FOR FORT GAY
URBAN/RURAL EVALUATION

Name: _____

Date of Interview: _____

Position: _____

Occupation of Head of Household: _____

_____

Appalachia Educational Laboratory, Inc.
Research & Evaluation Division
P. O. Box 1348
Charleston, W. Va. 25325

Please understand that you are not required to answer statements which you consider embarrassing, and that participation is voluntary. Your responses will be combined with those of many other persons, and only the person in Charleston who codes the data will be able to identify you with your own answers.

AEL/DC/5-12-76

GENERAL INTERVIEW FOR FORT GAY
URBAN/RURAL EVALUATION

1. What is (or has been) your relationship to the Urban/Rural School Development Program? How long have you been invovled in the program?

2. What do you think this program is really all about--that is, what is your understanding of the primary goals of the program?

3. What do you think are (or have been) the major educational problems and unmet needs in the Fort Gay school system?

4. Do you think the goals of the program as you described them are the right ones, or should other goals have been chosen to solve the educational problems you just discussed?

5. What do you feel have been the outstanding achievements of the program?

6. What specific problems and needs do you think have been solved or met by the program?

7. Who or what group do you feel has benefited most from the program? In what ways?

8. What do you think have been the major weaknesses of the program?

9. Have any new questions or needs emerged as a result of the program?

10. Overall, do you think the program has been worth the time and cost put into it?

11. Assuming the program goes on, what do you think it should try to accomplish in the next year or two?

APPENDIX C

Fort Gay-Thompson Community
Newsletter Questionnaire

FORT GAY-THOMPSON

COMMUNITY

NEWSLETTER

JUNE 1976

WE NEED YOUR HELP!! - - - -

All Urban/Rural Sites (School Community Councils) are required by the Office of Education to evaluate their programs in their 5th year. Since this is our 5th year of operation we would appreciate your response to the questions below. If we do not receive a high percentage of the questionnaires, we will assume the community is no longer interested in receiving the newsletter.

1. How often do you read the newsletter? Always ___ Usually ___ Seldom ___

2. What changes do you think should be made in the newsletter? _____

_____

3. Which of the following articles would you like to see more often?

School news _____ Neighborhood news _____

Council news _____ Short Stories _____

4. Do you own an FM Radio? yes ___ no ___

5. How often do you or members of your family listen to the (WFGH Radio Station)?

Never ___ Once a week ___ Every day ___ Several times a day ___

6. What kind of programs would you like to hear more often?

Gospel Singing _____ Rock Music _____ Other _____

Country Western Music _____ Classical Music _____